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ABSTRACT

This curriculum guide contains materials for a course that provides occupationally specific training designed to develop knowledge and skills for employment in the area of services for older adults. Contents include an introduction, the Texas Essential Knowledge and Skills (TEKS) covered; sample course outlines; instructional strategies organized topically, by chapters, each containing a chapter focus, chapter vocabulary list, resources list, detailed instructions for the teacher to implement the curriculum, and suggested Family, Career, and Community Leaders of America activities; blended activities; creative ideas; lists of 39 resource organizations, 11 print resources, and 28 web sites; 128 teaching aids; and 8 program tools. Topics addressed include the aging process; contributions made by older adults; laws and legal issues; communication techniques; dietary needs; meeting elder persons' physical, emotional, mental, financial, housing, transportation, and social needs; career opportunities; ethical practices; managing multiple family, community, and wage-earner roles; fitness and exercise; elder abuse and neglect; ways to cope with terminal illness; and other current information needed by those employed in the field. (YLB)

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SERVICES FOR OLDER ADULTS
CURRICULUM GUIDE

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FAMILY AND CONSUMER SCIENCES EDUCATION • TEXAS EDUCATION AGENCY • AUSTIN, TEXAS

Services for Older Adults

Curriculum Guide

Developed and disseminated by:
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The *Services for Older Adults Curriculum Guide* is
specially dedicated in memory of

Dr. Debbie Mumme.

Older adults was an age group in which Dr. Mumme had
special interest and expertise.
She will be greatly missed.

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Services for Older Adults Curriculum Guide

Course Description

Services for Older Adults*	
PL/Services for Older Adults I (SRVADT-I)	**12202421**
PL/Services for Older Adults II (SRVADR-I)	**12202422**
WBL/Services for Older Adults**	**12290449**

Grade Placement: 11-12 Credit: 2-3

Recommended Prerequisites: Family Health Needs, as well as Nutrition and Food Science

This course provides occupationally specific training designed to develop knowledge and skills for employment in the area of services for older adults. Topics addressed include the aging process; laws and legal issues; communication techniques; dietary needs; and meeting physical, emotional, mental, and social needs. Other topics include career opportunities; ethical practices; managing multiple family, community, and wage-earner roles; and other current information needed by those employed in the field.

**Instruction may be delivered through school-based pre-employment laboratory training or through Family and Consumer Sciences Career Preparation which includes delivery arrangements with a coordinated work-based learning component, such as cooperative education, internships, mentorships, apprenticeships, and job shadowing.*

***Work-based (WBL) training area occupational objective and PEIMS code used with training plan agreements in Family and Consumer Sciences Career Preparation.*

Overview of Course Design

The process of developing the essential knowledge and skills focused on bringing all Family and Consumer Sciences content up-to-date in reflecting cultural, societal, demographic, economic, and technological changes. Further, in order to accommodate the content additions and redirections necessary to achieve relevance, constraints on instructional time forced dropping content that, while "nice to know," is not "absolutely essential" in today's society. Following are examples of these and other course emphases not evident in the above description of this course.

Services for Older Adults:

focuses on factors contributing to the older adult population
focuses on the impact of changing demographics on older adults and society as a whole
focuses on the influences of technology on the health care and lifestyle of older adults
focuses on appropriate applications of technology that enhance opportunities for older adults to maintain involvement, pursue lifelong learning, and continue making contributions to society
focuses on nutritional requirements and needs of older adults

focuses on contributions of older adults to society
focuses on physical characteristics typical of the aging process and caregiver strategies appropriate to accommodate physical limitations of older adults
focuses on the impact of family support on the emotional well-being of older relatives
focuses on management functions in facilities for older adults
focuses on technological business applications used in management of care facilities for older adults
focuses on technological advances that facilitate care of older adults
focuses on opportunities in volunteer work with older adults
focuses on the future employment outlook in the child care industry
focuses on continuing education opportunities that enhance career advancement and promote lifelong learning
focuses on rights and responsibilities of employers and employees

Facilities, Equipment, and Resources

The instructional delivery method and strategies selected for this occupationally specific family and consumer sciences course will determine equipment and facilities needs. Instruction may be delivered through school-based pre-employment laboratory education courses (PL) using the pre-employment laboratory education instructional arrangement or through Family and Consumer Sciences Career Preparation which may be taught using one or more of several instructional arrangements including cooperative education, internships, and job shadowing.

Family and Consumer Sciences Career Preparation provides a combination of coordinated technical classroom instruction and work-based occupational training in an approved occupationally specific training area, such as services for older adults. Instructional arrangements, such as cooperative education, internships, and job shadowing, are utilized for the work-based training experience. The school-based technical instruction can be conducted in a multipurpose classroom; access to a multipurpose laboratory demonstration center or other family and consumer sciences laboratory facilities is recommended. It is critical that the multipurpose classroom be immediately accessible to the teacher office with a telephone. Computers and related technologies are important instructional tools for occupationally specific family and consumer sciences training; media and other resources for quality instruction should be available. Student seating and work surfaces for both independent and group work are needed. Storage for a variety of student reference and activity materials will be needed.

Districts electing for students to participate in Family and Consumer Sciences Career Preparation, and therefore, to have work-based learning placements in designated community business or industry settings, should consider several factors. It is recommended that school districts select and use only those business/industry sites for work-based learning placements if the facilities, personnel, and operations reflect high industry standards; certain credentials, certifications, and/or licenses may be appropriate minimum expectations. For example, adult day care establishments should have current licenses issued by the Texas Department of Protective and Regulatory Services and foodservice establishments should have current health department permits. There should be a formal written agreement between the school district and the business/industry that is providing the work-based learning placement. The agreement should clarify the types and quality of educational services that each party will provide, therefore assuring that there is both instruction and application of the essential knowledge and skills for the training area.

Family and Consumer Sciences Pre-employment Laboratory Education is an instructional arrangement that utilizes campus-based laboratory facilities simulating the business/industry environment to teach the occupationally specific course. Occupationally specific courses taught using a school-based pre-employment laboratory instructional arrangement should be conducted in laboratories designed for the respective courses and usually located in on-campus laboratory facilities. Facilities for classroom instruction can be incorporated into the laboratory itself or in a separate area. Equipment and resources for the pre-employment laboratory instructional arrangements should be of the quality and type used in respective businesses and industries. Equipment and resources for individual courses may vary according to facility design and size, numbers of students to be served, course focus, and instructional strategies selected by teachers. At the point when facility construction, modification, or equipment changes are to occur, business/industry representatives can be excellent resources to identify consideration and options for designing and equipping a laboratory that is a state-of-the-art, up-to-date facility for training students to meet current industry standards.

Classroom facilities for Services for Older Adults should accommodate a range of individual and group instructional activities, computer/Internet access, and tables and resources to develop materials for use in activities with older adults. The numbers and special needs of older adults served by an older adult program and the program objectives will influence requirements for on-campus facilities, equipment, and resources. It is recommended that the facility be licensed and registered with the appropriate agency.

Some additional recommendations for center facilities include but are not limited to the following:

- Facilities should be readily accessible to parking areas that accommodate the arrival and departure of older adults served.
- Facilities should have observation settings equipped with appropriate technologies including visual and auditory technologies so that visitors and/or staff can observe participants without distracting them.
- Older adults served in the facility should have developmentally appropriate learning opportunities including computer education experiences.
- Include secured storage areas.
- Include a laundry facility that is separate from the main activity area and secured for safety purposes. The laundry facility should contain state-of-the-art equipment and materials. As an alternative to providing a laundry facility, a district may wish to contract laundry services that meet the needs of the facility and licensing standards.
- Accommodate snack preparation, snack service, and meal service, if appropriate. Meal preparation is neither a function of the center nor included in student training.
- Equipment and resources need to accommodate a well-planned, rich schedule of daily activities for both the older adults involved in laboratory experiences as well as high school students preparing for careers in services for older adults.

Additional information regarding facilities, equipment, and resources may be found in the *Family and Consumer Sciences Education: Recommendations for Facilities and Equipment* publication, available from The Curriculum Center for Family and Consumer Sciences.

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Series of Occupationally Specific Course Materials

The *Services for Older Adults Curriculum Guide* is one in a series of three publications, available from The Curriculum Center for Family and Consumer Sciences, that facilitate implementation of Texas Essential Knowledge and Skills (TEKS) for this occupationally specific training area. This Curriculum Guide, which is the teacher component of the series, is designed to complement the following other two components:

- The Reference Book is a student text that provides information needed by employees in services for older adults. Each chapter begins with a "Chapter Focus" (the TEKS addressed in the chapter) and a "Chapter Vocabulary." Within the text, italicized, boldfaced vocabulary terms are included with definitions or explanations. Throughout the chapter, "Essential Questions" boxes pose important questions to students about material they have read. At the end of each chapter, the content is summarized in "Chapter Highlights."
- The Student Activity Book contains a variety of pencil-and-paper activities that reinforce essential information presented in each chapter of the Reference Book.

Family, Career and Community Leaders of America

Family, Career and Community Leaders of America (FCCLA) activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (e.g., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific family and consumer sciences content are incorporated into the Services for Older Adults course.

Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

FCCLA activities are included as integral parts of instruction within several components of this curriculum guide. Each instance is denoted by the FCCLA emblem.

- **Instructional Strategies** - FCCLA activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **End of chapter** - Suggested FCCLA activities are provided in a box at the end of strategies for each chapter to generate additional ideas for projects and programs that are relevant to the overall chapter, but not tied to a specific strategy.
- **Blended Activities** - FCCLA projects and programs that address Texas Essential Knowledge and Skills from several chapters have been included in this section of the Curriculum Guide.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FCCLA Chapter Handbook*. Additional resources helpful to Services for Older Adults teachers and students include publications for various national and state programs, such as *Career Connection, FACTS, Families First, Power of One*, and *STOP the Violence*.

How to Use the Curriculum Guide

You will be able to utilize the *Services for Older Adults Curriculum Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the instructional guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness. **Note**: For simplicity, the term Curriculum Guide has been used throughout this publication to refer to the *Services for Older Adults Curriculum Guide*.

INTRODUCTION

Read the Introduction for information specific to the course on

- Course Description
- Overview of Course Design
- Facilities, Equipment, and Resources
- Series of Occupationally Specific Course Materials
- Family, Career and Community Leaders of America

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Familiarize yourself with the TEKS for Services for Older Adults. A copy of the Texas Administrative Code, Chapter 122.24, is provided for your convenience.

The Texas Essential Knowledge and Skills are presented in a two-column format. In the left column are the numbered general knowledge and skills statements, [i.e., (1), (2), (3)]. In the right column are the related statements of expected student performance, sometimes referred to as knowledge and skills expectations [i.e., (A), (B), (C)].

On the first page of each Chapter within the **Instructional Strategies** section is a box entitled "Chapter Focus." Within this box are listed the TEKS that are covered in the chapter. Additional strategies that simultaneously address TEKS from multiple chapters are included in the **Blended Activities** section of the Curriculum Guide.

SAMPLE COURSE OUTLINES

As previously stated, instruction for Services for Older Adults may be delivered through school-based pre-employment laboratory education courses (PL) or through Family and Consumer Sciences Career Preparation, which may be taught using one or more instructional arrangements, such as cooperative education, internships, and job shadowing. There are thus multiple approaches that may be used effectively to organize instruction. Suggestions for managing group and individualized instruction, as well as various approaches for organizing and managing instruction, are provided in the *Family and Consumer Sciences Career Preparation Handbook*, available from The Curriculum Center for Family and Consumer Sciences. Sample course outlines for group instruction for the first year, first semester and first year, second semester are also provided in this handbook (see pages B-59 and B-60 in the *FCSCP Handbook*).

A detailed outline of the scope and sequence of learning experiences should be developed for this training area and personally tailored for each student. To assist teachers with this task, sample outlines for Services for Older Adults are provided in this section. One example has been provided for pre-employment laboratory education, and one for Family and Consumer Sciences Career Preparation.

The sample course outlines are included strictly as examples of how the scope and sequence of learning experiences might be developed. It is intended that these outlines will serve only as an aid to teachers in planning their own instructional outlines to cover Texas Essential Knowledge and Skills for Services for Older Adults.

INSTRUCTIONAL STRATEGIES

The *Services for Older Adults Curriculum Guide* is one in a series of three publications, available from The Curriculum Center for Family and Consumer Sciences, that facilitate implementation of TEKS for this occupationally specific training area. The Curriculum Guide has been organized topically, by chapters, to be consistent with organization of the student publications in the series - the Reference Book and Student Activity Book. Each chapter in the Curriculum Guide contains the following key components:

- A "Chapter Focus," presented on the first page of each chapter, lists the TEKS that are addressed within the chapter. Because the Curriculum Guide is organized topically, specific TEKS may appear in more than one chapter.

- A "Chapter Vocabulary" is also presented on the first page of each chapter. The "Chapter Vocabulary" lists key terms that are introduced in the corresponding Reference Book. Teachers are encouraged to use their own discretion regarding ways to reinforce the vocabulary terms with students. Several activities for reinforcing vocabulary terms through independent study are provided in the corresponding Student Activity Book.

- A listing of "Resources" for each chapter is provided on the back of the introductory page. More detailed information regarding where to obtain referenced resources, which are listed on this page in abbreviated form, can be located under the **Resources** tabbed-divider section later in the Curriculum Guide.

- A variety of instructional strategies have been suggested to address the knowledge and skills covered in each chapter. It is not expected that you would use all strategies, but that you would select from the options those that best meet the needs of your students.

- Suggested FCCLA activities have been provided in a box at the end of the strategies for each chapter to generate additional ideas for projects and programs that are relevant to the overall chapter, but not tied to a specific strategy.

The **Instructional Strategies** section has been designed to teacher specifications - to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

Notes Column
The Notes column on the outside of each page was designed to provide space for your own notes and to display information and icons that point out the following:

- where Teaching Aids provided in the guide have been used within the strategies

TA 1 The Study of Older Adults—Before and After

- strategies which correlate with exit level TAKS objectives and academic principles for reading, writing, mathematics, science, and social studies

TAKS READING

- strategies that utilize technology applications
- opportunities for integration of FCCLA programs and projects within specific strategies

FCCLA

Strategy Headers
Each instructional strategy has been given a number and header designation so that you can easily locate and reference specific strategies and tell at a glance what general methodology is involved. In addition, the light bulb icon beside a header indicates that creative techniques related to the methodology are suggested in the **Creative Ideas** section.

Following are examples of headers used, with brief explanations or comments where titles may not be self-explanatory. The **Creative Ideas** section provides elaboration on many of these techniques.

- **AUDIOTAPE**
- **BRAINSTORMING** (see the Creative Ideas section)
- **CASE STUDY** (see the Creative Ideas section)
- **CLASS DISCUSSION**
- **DEBATE** (see the Creative Ideas section)
- **DEMONSTRATION**
- **EDUCATIONAL TOUR**
- **GAME** (see the Creative Ideas section)
- **GROUP ACTIVITY** (see the Creative Ideas section)
- **GRAPHIC ORGANIZER** (see the Creative Ideas section)
- **GUEST SPEAKER** (see the Creative Ideas section)
- **INDIVIDUAL ACTIVITY**
- **INTERNET SEARCH/ACTIVITY** (see the Creative Ideas section)
- **INTERVIEW**
- **LABORATORY EXPERIENCE**
- **OBSERVATION**
- **ORAL PRESENTATION** (see the Creative Ideas section)
- **PANEL DISCUSSION** (see the Creative Ideas section)
- **PROBLEM SOLVING**
- **PROJECT**

- **RESEARCH** - The header usually designates the systematic search for and collection of information about a particular subject, although some activities may involve more extensive research methods or more formal research projects.
- **ROLE PLAY**
- **SCENARIO** (see the Creative Ideas section)
- **SKIT**
- **SURVEY**
- **SYMPOSIUM** - In a symposium format, several persons present short, prepared speeches to a group on various aspects of a topic. Members of the group may ask questions after presentations are made. For example, three or four students research a particular topic and present information to the class; class members then dialogue with the presenters through questioning following the presentation.
- **TEAMWORK** (see the Creative Ideas section)
- **VIDEOTAPE** - Few videotapes are referenced by name other than those available from The Curriculum Center for Family and Consumer Sciences; these are suggested as samples because they have been previewed for content and appropriateness. Teachers are encouraged to utilize additional videotapes they have personally previewed for appropriateness.
- **VISUAL DISPLAY** (see the Creative Ideas section)
- **WRITTEN EXERCISE**

BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass knowledge and skills expectations from multiple chapters. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 122, ***Activity Assessment***, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FCCLA projects and programs that address multiple knowledge and skills expectations.

CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section! It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development.

TAKS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAKS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to content in family studies and services for older adults.

RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, publications, agencies and organizations, videotapes, and Web sites.

A separate tabbed-divider section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!). Remember that the companion pieces to the Curriculum Guide – the Reference Book and Student Activity Book -- are valuable sources of additional student information and multiple student activities.

PROGRAM TOOLS

This section contains a miscellaneous assortment of tools that have been compiled from writers and reviewers of the document, which they have recommended as helpful in managing instruction and training coordination in this occupationally specific training area. It is important that you browse through this section to locate items that may save you valuable time, because these items will not be referenced elsewhere in the Curriculum Guide.

Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

Subchapter C. Family Studies and Human Services, High School

Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §28.002, unless otherwise noted.

§122.21. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Family Studies and Human Services, High School.

The provisions of Chapter 122, Subchapters B-K, shall supersede §75.83 of this title (relating to Vocational Home Economics) beginning September 1, 1998.

Source: The provisions of this §122.21 adopted to be effective September 1, 1998, 22 TexReg 5031.

§122.24. Services for Older Adults (Two to Three Credits).

(a) General requirements. This course provides occupationally specific training and is recommended for students in Grades 11-12. Students may be awarded two to three credits per year for one to two years for the successful completion of this course. Instruction may be delivered through school-based pre-employment laboratory training or through work-based delivery arrangements such as cooperative education, preceptorships, mentoring, and job shadowing. The two recommended prerequisites for this course are: Family Health Needs, Nutrition and Food Science.

(b) Introduction. The relationships between individuals and among family members significantly affect the quality of life. Individuals use knowledge and skills in family studies and human services to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to these fields of study.

(c) Knowledge and skills.

(1) **Quality of life.** The student analyzes factors affecting the older adult population.

The student is expected to:

(A) describe the aging process;

(B) describe characteristics and care needs of older adults;

(C) identify laws, trends, and issues affecting older adults;

(D) analyze factors contributing to the growing older adult population;

(E) predict how changing demographics impact older adults and society as a whole;

(F) determine the role of older adults, their status, and contributions in various cultures;

(G) analyze the influences of technology on the health care and lifestyle of older adults; and

(H) identify resources for addressing the various needs of older adults.

(2) **Quality of life.** The student determines appropriate communication techniques for interacting with older adults.

The student is expected to:

(A) describe communication and guidance techniques appropriate for older adults functioning at various levels;

(B) implement strategies that enhance cooperation and involvement between family members and older adults; and

(C) utilize appropriate applications of technology that enhance opportunities for older adults to maintain involvement, pursue lifelong learning, and continue making contributions to society.

(3) **Quality of life.** The student evaluates the nutritional requirements and needs of older adults.

The student is expected to:

(A) identify the functions and sources of nutrients;

(B) apply principles of nutrition to meet the daily food requirements of older adults;

(C) identify common dietary deficiencies and disorders associated with older adults;

(D) determine available technology that aids in dietary modifications for older adults;

(E) analyze factors affecting diets and eating practices of older adults with special needs;

(F) summarize food preparation and service techniques that facilitate retention of nutrients;

(G) propose methods to enhance older adults' independence in meal preparation; and

(H) appraise food and nutrition resources.

(4) **Quality of life.** The student analyzes contributions of older adults to society.

The student is expected to:

(A) determine contributions older adults make to society through personal achievement, family life, employment, and volunteerism; and

(B) predict ways an increasing older adult population can benefit society.

(5) **Needs of older adults.** The student implements appropriate practices for meeting the physical needs of older adults.

The student is expected to:

(A) describe physical characteristics typical of the aging process;

(B) perform appropriate techniques for promoting independence among older adults with physical limitations;

(C) determine caregiver strategies appropriate to accommodate physical limitations of older adults;

(D) conduct physical activities appropriate for older adults; and

(E) identify considerations when selecting appropriate housing, furnishings, clothing, and transportation for older adults at various levels of functioning.

(6) **Needs of older adults.** The student implements appropriate practices for meeting the emotional needs of older adults.

The student is expected to:

(A) identify special emotional needs of older adults;

(B) summarize ways to alleviate insecurities and loss of dignity experienced by some older adults;

(C) describe techniques that promote emotional adjustments to losses;

(D) describe crisis management techniques;

(E) determine the impact of family support on the emotional well-being of older relatives; and

(F) utilize caregiver techniques promoting positive emotional health of older adults.

(7) **Needs of older adults.** The student implements appropriate practices for meeting the intellectual needs of older adults.

The student is expected to:

(A) differentiate between effects of aging and disease on mental abilities;

(B) describe mental disorders commonly associated with some older adults;

(C) analyze methods that caregivers can use to promote mental alertness;

(D) determine caregiver strategies appropriate to accommodate persons with mental limitations;

(E) determine techniques promoting independence among older adults with mental limitations; and

	(F) conduct appropriate intellectually stimulating activities to meet varying needs of older adults.
(8) **Needs of older adults.** The student implements appropriate practices for meeting the social needs of older adults.	The student is expected to: (A) assess the impact of culture on the role of older adults; (B) summarize theories associated with social changes of aging; (C) identify ways to meet the social needs of older adults; (D) point out factors influencing the social needs of older adults; and (E) utilize planning and group leadership techniques to meet the recreational needs of older adults.
(9) **Elder care.** The student describes effective management practices related to care of older adults.	The student is expected to: (A) describe types and multiple responsibilities of caregivers; (B) identify types of facilities and levels of care for older adults; (C) demonstrate productive work habits and attitudes; (D) exhibit communication skills needed in all levels of care; (E) practice effective stress management strategies when providing services for older adults; (F) determine resources for caregivers and older adults; (G) describe management functions in facilities for older adults; and (H) determine technological business applications used in management of elder care facilities.
(10) **Elder care.** The student determines procedures for promoting the health and wellness of older adults.	The student is expected to: (A) explain the causes and prevention of communicable diseases; (B) identify community resources for assistance in emergencies; (C) identify possible signs of illness in older adults;

(D) describe types of elder abuse, neglect, and prevention; and

(E) implement routine procedures that promote health and wellness of older adults.

(11) **Elder care.** The student analyzes the components of a safe, sanitary environment.

The student is expected to:

(A) analyze the importance of a safe and sanitary environment;

(B) practice sanitation procedures;

(C) utilize personal sanitation measures to prevent the spread of infection and disease;

(D) point out hazardous elements in an older person's home or care facility; and

(E) propose housing adaptations for the special needs of older adults.

(12) **Elder care.** The student determines procedures used in personal care of older adults.

The student is expected to:

(A) describe technological advances that facilitate care of older adults;

(B) promote self-reliance while assisting older adults with personal care and hygiene;

(C) practice special housekeeping and maintenance skills associated with older adults; and

(D) evaluate personal care procedures and schedules in an elder care facility.

(13) **Career preparation.** The student exhibits employability skills which lead to job success in services for older adults.

The student is expected to:

(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;

(B) demonstrate effective methods to secure, maintain, and terminate employment;

(C) demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership;

(D) evaluate the relationship of good physical and mental health to job success and achievement;

(E) demonstrate appropriate grooming and appearance for the workplace;

(F) demonstrate appropriate business and personal etiquette in the workplace;

(G) exhibit productive work habits and attitudes; and

(H) analyze opportunities in volunteer work with older adults.

(14) **Career preparation.** The student determines employment opportunities and preparation requirements in services for older adults.

The student is expected to:

(A) determine preparation requirements for various levels of employment in a variety of careers that provide services to older adults;

(B) analyze the future employment outlook in services for older adults;

(C) describe entrepreneurial opportunities in services for older adults;

(D) determine how interests, abilities, personal priorities, and family responsibilities affect career choice;

(E) compare rewards and demands for various levels of employment in a variety of careers; and

(F) determine continuing education opportunities that enhance career advancement and promote lifelong learning.

(15) **Career preparation.** The student demonstrates ethical practices in providing services for older adults.

The student is expected to:

(A) summarize the rights and responsibilities of employers and employees;

(B) describe the rights and responsibilities of older adults as clients;

(C) exhibit ethical practices in providing services for older adults;

(D) point out strategies for advocating for the rights of older adults; and

(E) analyze fraudulent and deceptive practices that victimize older adults.

(16) **Career preparation.** The student analyzes the management of multiple family, community, and wage-earner roles.

The student is expected to:

(A) analyze challenges of managing multiple family, community, and wage-earner roles; and

(B) exhibit management practices facilitating individuals assuming multiple roles.

Sample Course Outlines

As previously stated, instruction for Services for Older Adults may be delivered through school-based pre-employment laboratory education courses (PL) or through Family and Consumer Sciences Career Preparation, which may be taught using one or more instructional arrangements, such as cooperative education, internships, and job shadowing. There are thus **multiple approaches** that may be used effectively to organize instruction. Suggestions for managing group and individualized instruction, as well as various approaches for organizing and managing instruction, are provided in the *Family and Consumer Sciences Career Preparation Handbook*, available from The Curriculum Center for Family and Consumer Sciences. Sample course outlines for group instruction for the first year, first semester and first year, second semester are also provided in this handbook (see pages B-59 and B-60 in the *FCSCP Handbook*).

A detailed outline of the scope and sequence of learning experiences should be developed for this training area and personally tailored for each student. To assist teachers with this task, sample outlines for Services for Older Adults are provided in this section. One example has been provided for pre-employment laboratory education and one for Family and Consumer Sciences Career Preparation (FCSCP).

The sample course outlines are included strictly as examples of how the scope and sequence of learning experiences might be developed. It is intended that these outlines will serve only as an aid to teachers in planning their own instructional outlines to cover Texas Essential Knowledge and Skills for Services for Older Adults.

Laboratory experiences are not specifically designated on the course outlines. These experiences should be scheduled throughout the year. Multiple approaches may be used to effectively facilitate instruction.

Sample Course Outline — Pre-employment Laboratory

First Semester – Week	Chapter(s) and Other Concepts	
1	1	The Older Adult in Today's Society
2	2	Legislation and Services Developed for Older Adults
3	3	Contributions That Older Adults Make to Society
4	4	Employment Opportunities in Serving Older Adults
	5	Necessary Qualifications of Persons Interested in Serving Older Adults
5	6	The Role of the Caregiver
6	Review – Six Weeks Exam	
7	7	Management of Services in the Care of Older Adults
8	8	Physical Needs of the Older Adult
9	9	Emotional Needs of the Older Adult
10	10	Mental Needs of the Older Adult
11	11	Social Needs of the Older Adult
12	Review – Six Weeks Exam	
13	20	Practices That Promote Health and Wellness
14	21	Components of a Sanitary Environment
15	22	Safety Practices for the Home and the Community
16	23	Elder Abuse and Neglect
17	26	Procedures to Follow in the Personal Care and Hygiene of Older Adults
18	Review – Six Weeks Exam	

Second Semester – Week	Chapter(s) and Other Concepts	
1	27	Special Housekeeping and Maintenance Skills
2	12	Financial Needs of the Older Adult
3	24	Facts About Older Adults as Consumers
4	25	Frauds, Gyps, and Deceptions
5	13	Clothing Needs of Older Adults
6	Review – Six Weeks Exam	
7	14	Housing Needs of the Older Adult
8	15	Transportation Needs of Older Adults
9	16	Nutritional Requirements and Needs of Older Adults
10	17	Menus and Diets Appropriate for Older Adults
11	18	Types of Fitness and Exercise Programs
12	Review – Six Weeks Exam	
13	19	Hobbies and Educational Activities
14	28	Effective Management Practices of Caregivers
15	29	Ways to Cope with Terminal Illness
16	Student-directed Activities*	
17	Student-directed Activities*	
18	Review – Six Weeks Exam	

*Student-directed Activities – students plan activities for older adults using the culmination of their knowledge and skills. Students should work in conjunction with the pre-employment laboratory and the FCS teacher in carrying out the activities.

Sample Course Outline — FCSCP

First Semester – Week	Chapter(s) and Other Concepts	
1	1	The Older Adult in Today's Society
2	2	Legislation and Services Developed for Older Adults
3	3	Contributions That Older Adults Make to Society
4	4	Employment Opportunities in Serving Older Adults
	5	Necessary Qualifications of Persons Interested in Serving Older Adults
5	Employability Skills	
6	6	The Role of the Caregiver
7	7	Management of Services in the Care of Older Adults
8	8	Physical Needs of the Older Adult
9	9	Emotional Needs of the Older Adult
10	10	Mental Needs of the Older Adult
11	11	Social Needs of the Older Adult
12	20	Practices That Promote Health and Wellness
13	21	Components of a Sanitary Environment
14	22	Safety Practices for the Home and the Community
15	23	Elder Abuse and Neglect
16	26	Procedures to Follow in the Personal Care and Hygiene of Older Adults
17	27	Special Housekeeping and Maintenance Skills
18	28	Effective Management Practices of Caregivers

Second Semester – Week	Chapter(s) and Other Concepts	
1	12	Financial Needs of the Older Adult
2	24	Facts About Older Adults as Consumers
3	25	Frauds, Gyps, and Deceptions
4	13	Clothing Needs of the Older Adult
5	14	Housing Needs of the Older Adult
6	Student-directed Activities*	
7	15	Transportation Needs of Older Adults
8	16	Nutritional Requirements and Needs of Older Adults
9	17	Menus and Diets Appropriate for Older Adults
10	18	Types of Fitness and Exercise Programs
11	19	Hobbies and Educational Activities
12	Student-directed Activities*	
13	29	Ways to Cope with Terminal Illness
14	Student-directed Activities*	
15	Student-directed Activities*	
16	Student-directed Activities*	
17	Student-directed Activities*	
18	Student-directed Activities*	

*Student-directed Activities – students plan activities for older adults using the culmination of their knowledge and skills. Students should work in conjunction with the training sponsor and the FCS teacher-coordinator in carrying out the activities.

Chapter 1

The Older Adult in Today's Society

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1A Describe the aging process.
1B Describe characteristics and care needs of older adults.
1C Identify laws, trends, and issues affecting older adults.
1D Analyze factors contributing to the growing older adult population.
1E Predict how changing demographics impact older adults and society as a whole.

Chapter Vocabulary

baby boomers
biological aging
chronological aging
middle old
myths
older adult population
oldest old
psychological aging
social aging
stereotypes
youngest old

RESOURCES

Books

Carper, Jean. (1996). *Stop Aging Now*. Harper Perennial: New York, NY.

Kahn, Robert L. & Rowe, John Wallis. (1999). *Successful Aging*. Delacorte: New York, NY.

McFarland, Judy Linberg. (2000). *Aging Without Growing Old*. Western Front Limited: New York, NY.

Moody, Harry R. (2002). *Aging: Concepts and Controversies*. Sage Publications, Inc.: Thousand Oaks, CA.

Valliant, George E. (2002). *Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study of Adult Development*. Little Brown and Company: New York, NY.

Publications

Modern Maturity. AARP.

Something to Remember Me By Legacy Project. (Sponsored by the Parenting Coalition and Generations United.)
www.somethingtoremembermeby.org

Web Sites

AARP
www.aarp.org

Administration on Aging
www.aoa.dhhs.gov

Age Work
www.geron.org/agework/index.html

FCCLA Inc.
www.fcclainc.org

National Council on the Aging
www.ncoa.org

Texas Department on Aging
www.tdoa.state.tx.us

#1 GRAPHIC ORGANIZER

At the beginning of the course, distribute copies of Teaching Aid 1, ***The Study of Older Adults – Before and After***. Have students develop the T-chart by writing a description of a 65-year-old person, a 75-year-old person, and an 85-year-old person. Have students share their opinions with the class. After studying Chapter 1, have students write on the opposite side of the T-chart. Ask students to express their opinions and tell the class how it has changed. Teaching Aid 2, ***T-Chart Template,*** can be used for future reference.

#2 TEAMWORK/RESEARCH

Divide the class into small groups. Have each student do an Internet search or examine news media to determine the ages of individuals who are older officials in our government and other major countries that are in the news. Report to the class the chronological age, the projected biological age, psychological age, and social age of the officials. Ask each group to substantiate their decisions.

#3 GAME/CLASS DISCUSSION

Distribute Teaching Aid 3a, ***Fact? or Fiction?*** to each student. Assign each student a number. When the teacher calls out that number, the student is to read that particular numbered statement. The class has to reply whether it is a myth or fact. For the statements that are myths, discuss why it is not true. Teaching Aids 3b-g, ***Fact? or Fiction? Answer Key,*** explain the correct answers.

As an alternative strategy, have students use the teaching aid as a pretest on older adults. Lead a class discussion on the correct answers.

#4 ROLE PLAY

Divide the class into pairs. Have each pair select one of the Concepts on Aging on page 5 of the Reference Book. Ask each pair to role play the assigned concept with a brief skit.

#5 INDIVIDUAL ACTIVITY

Distribute Teaching Aid 4, ***Adjusting to Later Life,*** to each student. Allow students to complete the column on ways to minimize effects of changes. Answers for ways to minimize physical changes can include nutrition, exercise, and preventive health care. Psychological changes might include part-time employment, volunteering, and involvement in hobbies or activities. Social changes might include open-minded attitude, working at existing relationships, and making new friends or contacts. Economic changes could include shared expenses, assessment of actual income/expenses, and planned spending.

Notes

(TEKS 1A, 1C)

TA 1 The Study of Older Adults — Before and After

TA 2 T-Chart Template

(TEKS 1A, 1D)

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES
TAKS SCIENCE

(TEKS 1A, 1C, 1D)

TA 3a Fact? or Fiction?

TA 3b-g Fact? or Fiction? Answer Key

TAKS READING

(TEKS 1A)

TAKS READING

(TEKS 1A, 1C, 1D)

TA 4 Adjusting to Later Life

TAKS READING
TAKS SOCIAL STUDIES

Key Questions
- What happens when a person grows old?
- How does aging affect one physically? psychologically? socially? economically?
- How can a person adjust to these changes?
- What are the differences between the youngest old and the oldest old?
- Why don't all people age the same?

(TEKS 1A, 1B, 1C, 1D, 1E)

TAKS SCIENCE TAKS WRITING

#6 INTERVIEW

Have students interview three older adults (one in their sixties, one in their seventies, and one in their eighties). Have students brainstorm some possible interview questions.

Sample Questions
- How do you wish other people would see a person in their sixties? seventies? eighties?
- What do you feel you can contribute to society?
- What services would be the greatest help to you?
- What age has been your favorite?
- What do you wish you knew about people over ninety years old?

After the interviews, have students place each interviewee in one of the Four Processes of Aging, found on page 4 of the Reference Book. Discuss how the responses by the older adults varied according to age group. Sample interviews are available through the Something to Remember Me By Legacy Project (*www.somethingtoremembermeby.org*).

(TEKS 1B, 1E)

TAKS SCIENCE

#7 PROJECT

Lead students to brainstorm needs of older adults who are living independently in their own homes. Have students focus on tasks that at one time may have been simple for older adults to accomplish but are becoming increasingly more difficult to accomplish. Examples might include such things as painting, mowing the grass, washing the car, changing light bulbs, grocery shopping, and cleaning the oven.

Using the FCCLA planning process, adopt an older adult or couple to assist with their activities. The service project could be an ongoing effort by the chapter.

FCCLA ACTIVITIES

- STAR Event: Illustrated Talk
- Families First
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 2

Legislation and Services Developed for Older Adults

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1C Identify laws, trends, and issues affecting older adults.
1D Analyze factors contributing to the growing older adult population.
1E Predict how changing demographics impact older adults and society as a whole.
1H Identify resources for addressing the various needs of older adults.
4A Determine contributions older adults make to society through personal achievement, family life, employment, and volunteerism.
4B Predict ways an increasing older adult population can benefit society.

Chapter Vocabulary

advocacy group
Administration on Aging
Aging Network
AARP
Department of Health and Human Services
Gray Panthers
intergenerational care
Older Americans Act of 1965
ombudsman
Silver Haired Legislature
Texas Department on Aging
White House Conferences on Aging

RESOURCES

Publication

Modern Maturity. AARP.

Web Sites

AARP
www.aarp.org

Administration on Aging
www.aoa.gov

Age Work
www.geron.org/agework/index.html

Medicare
www.medicare.gov

National Council on the Aging
www.ncoa.org

State of Texas, Attorney General
www.oag.state.tx.us

Texas Department on Aging
www.tdoa.state.tx.us

The U.S. Administration on Aging
www.aoa.dhhs.gov

#1 GAME

On index cards, write the name of some of the highlights of legislation established for older adults. On the other side of the card, write a description of the event(s). For example, on one side of the card, write White House Conference on Aging in 1961, and on the other side of the card, write "resulted in the Department of Health, Education, and Welfare being formed." Have students match the descriptions with the correct event. As a variation, the index cards could be cut into puzzle pieces and the students could put the pieces together.

Several major highlights could be featured, such as White House Conference on Aging (1961), Second White House Conference (1971), Third White House Conference (1981), Fourth White House Conference (1995), Department of Health and Human Services, and Older Americans Act of 1965.

Notes

(TEKS 1C)

TAKS SOCIAL STUDIES
TAKS WRITING

#2 TIMELINE/RESEARCH

Have students develop a timeline to hang in a prominent place in the classroom that depicts the major highlights of legislation affecting older adults. Figure 2.1 in the Reference Book can be used as a guideline.
As an enrichment activity, have students research the library, Internet, and classroom resources to find if any new events could be added since 1999. If so, have students add the information.

(TEKS 1C, 1D, 1E)

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES
TAKS MATH

#3 RESEARCH

Have students investigate laws, policies, or programs directly targeting the needs and interests of older adults. Examples may include Medicare, Social Security, and mandatory retirement policies. Students could also research the laws, policies, and programs which significantly impact older adults, but are not directly targeted toward them. Examples include low-cost housing projects, food stamps, and Medicaid.

Instruct students to prepare a summary of the findings in each instance, including a brief description of each law, policy, or program; the benefits of each, and the sponsoring entity whether it is federal, state, or local government or private. Ask students to discuss their findings.

(TEKS 1C, 1D, 1E)

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES

Key Questions

- In what ways are basic human needs being met through the practices investigated?
- What are the inadequacies of these social practices?
- What influence is the increasing size of the aging population likely to have on future development of laws, policies, and programs?

(TEKS 1C, 1D, 1E, 1H)

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

#4 GROUP ACTIVITY/PROJECT

Divide the class into small groups. Assign each group a specific category of services, such as those in the Reference Book, pages 19-24. Have students use the library, Internet, telephone directory, and other informational resources. Two valuable Internet sites would be the Texas Department on Aging and the Admnistration on Aging.

Key Questions

- What services are available in the community?
- Which of the services are offered only by the state? federal government?
- How are older adults served?
- What are the criteria for eligibility?
- Which of the services provide opportunities for volunteers?
- What types of job opportunities are available in working with older adults?

Have the students compile their findings into a booklet or some type of display. The information could be shared with the community.

(TEKS 1C, 1D, 1E, 4A, 4B)

#5 EDUCATIONAL TOUR

Have the students select areas from the previous activity in which the FCCLA chapter could become volunteers or involved in service projects. An example might be Meals on Wheels. Arrange for students to visit the Meals on Wheels facility and if feasible, volunteer to deliver meals to individuals in the community. If an educational tour is not feasible, invite a representative to speak to the class.

(TEKS 1C, 1D, 1E, 1H)

TA 5 Services for Older Adults Card File

TAKS WRITING

#6 PROJECT

Use Figure 2.2, Resources That Service Older Adults and Their Families, in the Reference Book. Divide the list into small parts. Assign each student or pair of students to locate specific information about that resource. Write the name of the resource, mailing address, telephone numbers, e-mail address, and any other pertinent information on an index card or on computer-generated cards. Compile all of the cards into a file that can be readily accessed. Teaching Aid 5, ***Services for Older Adults Card File***, can be used as an example.

Variations of this strategy can be used. For example, the resources that are available in the community could be flagged with a colored tab. Different colors of cards could be used as well.

FCCLA ACTIVITIES

- Families First
- Dynamic Leadership
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 3

Contributions That Older Adults Make to Society

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1F Determine the role of older adults, their status, and contributions in various cultures.

4A Determine contributions older adults make to society through personal achievement, family life, employment, and volunteerism.

4B Predict ways an increasing older adult population can benefit society.

8A Assess the impact of culture on the role of older adults.

Chapter Vocabulary

Experience Works! ™
Foster Grandparents
Green Thumb, Inc.
Job Training Partnership Act
Peace Corps
Retired Senior and Volunteer Program (RSVP)
Senior Community Service Employment Program (SCSEP)
Senior Companions
Senior Corps
Senior Corps of Retired Executives (SCORE)
Welfare-to-Work Initiative

RESOURCES

Books

Carper, Jean. (1996). *Stop Aging Now.* Harper Perennial: New York, NY.

Kahn, Robert L. & Rowe, John Wallis. (1999). *Successful Aging.* Delacorte: New York, NY.

McFarland, Judy Linberg. (2000). *Aging Without Growing Old.* Western Front Limited: New York, NY.

Moody, Harry R. (2002). *Aging: Concepts and Controversies.* Sage Publications, Inc.: Thousand Oaks, CA.

Valliant, George E. (2002). *Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study of Adult Development.* Little Brown and Company: New York, NY.

Videotape

Association for Gerontology in Higher Education, Washington, DC:

- *Careers in Aging: Old Friends, New Faces*

Web Sites

AARP
www.aarp.org

The U.S. Administration on Aging
www.aoa.dhhs.gov

Age Work
www.geron.org/agework/index.html

Association for Gerontology in Higher Education
www.aghe.org

Elderhostel
www.elderhostel.org

National Council on the Aging
www.ncoa.org

Service Corps of Retired Executives
www.score.org

Something to Remember Me By
www.somethingtoremembermeby.org

Notes

#1 INTERNET ACTIVITY/WRITTEN EXERCISE

Have students do an Internet search about prominent people who have made contributions to society after the age of 65. For example, Colonel Sanders of Kentucky Fried Chicken and President Ronald Reagan both made significant contributions as older adults. Have the students write a two-page paper about that individual. Share their findings with the class.

(TEKS 1F)

TAKS READING TAKS WRITING
TAKS SOCIAL STUDIES

#2 INTERVIEW

Have students interview at least two older adults who are employed or own their own businesses. Ask students to compile a class list of possible questions. Have students share their findings with the class.

(TEKS 4A, 4B, 8A)

TAKS SCIENCE

Sample Questions

- Why do you enjoy working?
- What are the things you like best about your job?
- How do you feel you are making a contribution to society?
- What are the most rewarding aspects of your job?
- What benefits do older workers provide for the economy and the workforce?

#3 RESEARCH/ORAL PRESENTATION

Divide the class into small groups or have students work individually. Assign each group or student one of the employment opportunity programs available to older adults. Many of the programs are listed in the Vocabulary Word section on page 27. Ask each group or individual to gather information about that program using the library, Internet, or classroom resources. Have students present their findings in an oral presentation.

(TEKS 1F, 4A, 4B, 8A)

TAKS READING TAKS WRITING
TAKS SOCIAL STUDIES

#4 GUEST SPEAKER

Invite a representative from the Department of Health and Human Services, area government agency, or a volunteer program that involves older adults. Ask the representative to share their philosophy of volunteerism and about older adults who volunteer.

(TEKS 1F, 4A, 4B, 8A)

TAKS WRITING TAKS SOCIAL STUDIES

Key Questions

- What are some volunteer opportunities available to older adults?
- Which of the opportunities are available in this community?
- What contributions do older adults provide to those they serve?
- What are the benefits of volunteering?
- What impact does culture play in the role of volunteerism?

(TEKS 1F, 4A, 4B, 8A)

TA 6a-b Brochure Assessment

TAKS READING TAKS WRITING

TAKS SOCIAL STUDIES

#5 INTERNET SEARCH/PROJECT

Have students conduct an Internet search on any one of the volunteer opportunities discussed in the Reference Book, pages 30-32. Using the information that the students find, have them compile the key points into some type of visual (brochure, flyer, poster, mobile). Ask the students to discuss their visual with the class. If a brochure is developed, Teaching Aid 6a, ***Brochure Assessment***, can be used as a guideline.

(TEKS 1F, 4A, 4B, 8A)

TA 7 Find Someone Who...

#6 GAME

Divide the class into pairs. Have students "scavenger hunt" for older adults who have the experiences listed on Teaching Aid 7, ***Find Someone Who...*** This activity can be accomplished with a visit to a retirement home, assisted living center, adult day care center, or other facility. The winners of the scavenger hunt are the students that come back with the most information.

(TEKS 1F, 4A, 4B, 8A)

TA 8 Attitudes about Aging

#7 INDIVIDUAL ACTIVITY

Distribute copies of Teaching Aid 8, ***Attitudes About Aging***, to each student. Have students complete the phrases. Ask student volunteers to share their responses.

Key Questions

- What factors influenced ideas about aging?
- What misconceptions about aging emerged?
- How might misconceptions about aging influence the life of an older person?
- How have your attitudes about aging changed?

(TEKS 1F, 4A, 4B, 8A)

TAKS READING TAKS WRITING

TAKS SOCIAL STUDIES

#8 VIDEOTAPE

Have students view the videotape, *Careers in Aging: Old Friends, New Faces*, available from the Association for Gerontology in Higher Education. Instruct each student to write a reflection about the video. Ask student volunteers to share their ideas.

(TEKS 1F, 4A, 4B, 8A)

TAKS SCIENCE TAKS SOCIAL STUDIES

#9 INTERVIEW/VISUAL DISPLAY

Have students interview older adults about their lives (e.g., careers, families, education, military service). Ask students to list sample interview questions. Students could report their findings through a videotape, audiotape, poster, or other media.

FCCLA ACTIVITIES

- STAR Event: Illustrated Talk
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 4

Employment Opportunities in Serving Older Adults

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

13A Demonstrate effective verbal, nonverbal, written, and electronic communication skills.
13B Demonstrate effective methods to secure, maintain, and terminate employment.
13C Demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership.
13D Evaluate the relationship of good physical and mental health to job success and achievement.
13E Demonstrate appropriate grooming and appearance for the workplace.
13F Demonstrate appropriate business and personal etiquette in the workplace.
13G Exhibit productive work habits and attitudes.
13H Analyze opportunities in volunteer work with older adults.
14A Determine preparation requirements for various levels of employment in a variety of careers that provide services to older adults.
14B Analyze the future employment outlook in services for older adults.
14C Describe entrepreneurial opportunities in services for older adults.
14D Determine how interests, abilities, personal priorities, and family responsibilities affect career choice.
14E Compare rewards and demands for various levels of employment in a variety of careers.
14F Determine continuing education opportunities that enhance career advancement and promote lifelong learning.
16A Analyze challenges of managing multiple family, community, and wage-earner roles.
16B Exhibit management practices facilitating individuals assuming multiple roles.

Chapter Vocabulary

entrepreneurs
entrepreneurship
entry-level positions
gerontologists
services for older adults

RESOURCES

Publication

Modern Maturity. AARP.

Web Sites

AARP
www.aarp.org

Administration on Aging
www.aoa.dhhs.gov

Age Work
www.geron.org/agework/index.html

Medicare
www.medicare.gov

National Council on the Aging
www.ncoa.org

Texas Department on Aging
www.tdoa.state.tx.us

#1 CLASS DISCUSSION

Lead students in a class discussion about aging as a multidisciplinary field. It combines or integrates information from several separate areas of study (e.g., biology, sociology, and psychology are the basic areas, along with content from other areas of study on public policy, humanities, and economics). Guide students in explaining the differences in gerontology and geriatrics.

Gerontology is the study of the aging processes and individuals as they grow from middle age through later life. *Geriatrics* is the study of health and disease in later life. It is the comprehensive health care of older persons and the well-being of their informal caregiver.

Key Questions
- What is gerontology?
- What is geriatrics?
- How does gerontology differ from geriatrics?
- Why is the study of aging a multidisciplinary field?

Notes

(TEKS 13H, 14A, 14B, 14C, 14D, 14E, 14F)

TAKS READING

TAKS SOCIAL STUDIES

#2 INTERNET SEARCH/VISUAL DISPLAY

Distribute copies of Teaching Aid 9, ***Educational Avenues in the Field of Aging***, to each student. Have them read the information and lead a class discussion on types and levels of education required for employment in various occupations. Have students choose an occupational interest to research, such as gerontologist or geriatric nurse. Provide students with a list of Web sites of colleges, universities, and schools that offer degrees or certifications. Have students present the information to the class in some type of visual display. Examples of Web sites are included on Teaching Aid 10, ***Educational Programs***. Teaching Aid 11, ***Internet Search***, can be used as a worksheet for organizing information. Teaching Aid 12, ***Sample Visual Display Rubric***, can be used in evaluating the visual displays.

(TEKS 13H, 14A, 14B, 14C, 14D, 14E, 14F)

TA 9 Educational Avenues in the Field of Aging

TA 10 Educational Programs

TA 11 Internet Search

TA 12 Sample Visual Display Rubric

TAKS WRITING

TAKS READING

TAKS SCIENCE

TAKS SOCIAL STUDIES

#3 PROJECT

Divide the class into groups of four or five students. Have each group select an entrepreneurship project for older adults (e.g., adult day care center, home services, shopping service). Ask students to use the FCCLA planning process as well as the STAR Event Entrepreneurship guidelines. The STAR Event guidelines could be abbreviated to shorten the time commitment. Students could also use the activity as a STAR Event for competition.

As an alternative strategy, students could abbreviate the process by including criteria such as:
- Need
- Cost of financial operation
- Investment

(TEKS 13H, 14A, 14B, 14C, 14D, 14E, 14F)

TA 13a-d Entrepreneurial Opportunities

TAKS WRITING TAKS READING
TAKS SCIENCE TAKS SOCIAL STUDIES
TAKS MATH

- Place for business
- Availability of employees
- Disadvantages
- Advantages

Have students give an oral and/or visual presentation about their project. Teaching Aids 13a-d, ***Entrepreneurial Opportunities***, can also be used as a guideline for the project.

(TEKS 13H, 14A, 14B, 14C, 14D, 14E, 14F)

TA 14 Career Opportunities in Services for Older Adults

#4 CASE STUDY

Divide the class into small groups. Have each group read the case study depicted on Teaching Aid 14, ***Career Opportunities in Services for Older Adults***, and identify the employees as entry level and advanced occupations. Lead students to discuss the various levels of positions in services for older adults professions.

Key Questions
- How do various levels of positions in serving older adults differ?
- What education or experience is required for each level?
- What are some related jobs that allow a person to work with older adults beside those listed in the case study?

(TEKS 13H, 14A, 14B, 14C, 14D, 14E, 14F)

TAKS WRITING TAKS SOCIAL STUDIES

#5 EDUCATIONAL TOUR

Arrange for the students to tour a community college or four-year university which offers a degree program in gerontology or a similar program. Have the college provide catalogs and other information about the courses offered for each student. Ask students to write a reflection of the tour.

Key Questions
- What courses are offered for students who want to pursue careers in gerontology?
- How do the courses that are offered at the postsecondary level differ from those offered at the secondary level?

(TEKS 13H, 14A, 14B, 14C, 14D, 14E, 14F)

TA 15a-b Management of Multiple Roles

TAKS SOCIAL STUDIES TAKS READING

#6 INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Distribute copies of Teaching Aids 15a-b, ***Management of Multiple Roles***, for each student to read. In small groups or individually, have students discuss the strategies listed in the teaching aid. Have students share their responses.

Key Questions
- Why is balancing work and family a major issue for individuals and their families?
- How can various community and career roles affect personal and family life?

#7 GROUP ACTIVITY/WRITTEN EXERCISE

Divide the class into small groups. Assign each group an article from a newspaper or magazine on the conflicts and challenges of managing multiple family, community, and wage-earner roles. Magazines, such as *Good Housekeeping, Family Circle, Woman's Day, Women Today, Parents, Working Mother,* as well as many others, feature such articles. Students could also search for articles on the Internet. Have each group read the assigned article and prepare a written and oral presentation on the strategies discussed in the readings.

(TEKS 13H, 14A, 14B, 14C, 14D, 14E, 14F)

TAKS WRITING
TAKS READING
TAKS SCIENCE
TAKS SOCIAL STUDIES
TAKS MATH

#8 INDIVIDUAL ACTIVITY/VISUAL DISPLAY

Provide students with a variety of employment applications from different services for older adults programs (e.g., adult day care center, Senior center, long-term care center, family day home). Have students complete the applications for practice. Lead students to discuss how the applications may differ and the information that each application requires.

(TEKS 13H, 14A, 14B, 14C, 14D, 14E, 14F)

TAKS WRITING

#9 PROJECT

Have students begin to develop a portfolio with resumé, letters of reference, and other tools. The portfolios can also be produced electronically. For more information on portfolios and electronic portfolios, see the Creative Idea section of this guide.

A variety of tools for teaching students effective methods to secure, maintain, and terminate employment and effective verbal, nonverbal, written, and electronic communication are included in:
Teaching Aid 16, ***Where Do You Look for Jobs?***
Teaching Aid 17, ***Letter of Inquiry***
Teaching Aid 18, ***Guidelines for Writing Resumés***
Teaching Aid 19, ***Guidelines for Writing Letters of Application***
Teaching Aid 20, ***Guidelines for Completing Job Applications***
Teaching Aid 21, ***Sample Job Application***
Teaching Aid 22, ***Interview Questions***
Teaching Aid 23, ***Sample Follow-up Letter***
Teaching Aid 24, ***Guidelines for Terminating Employment***
Teaching Aid 25, ***Suggested Obligations in Terminating Employment***

Have students develop examples for their portfolio/electronic portfolios. See the Creative Ideas section for an explanation. Teaching Aid 26, ***Differentiating the Levels of Electronic Portfolio Implementation,*** provides guidelines for using electronic portfolios. These activities may be used in FCCLA for Dynamic Leadership, Leaders at Work, and Career Connection.

(TEKS 13H, 14A, 14B, 14C, 14D, 14E, 14F)

TA 16 Where Do You Look for Jobs?

TA 17 Letter of Inquiry

TA 18 Guidelines for Writing Resumés

TA 19 Guidelines for Writing Letters of Application

TA 20 Guidelines for Completing Job Applications

TA 21 Sample Job Application

TA 22 Interview Questions

TA 23 Sample Follow-up Letter

TA 24 Guidelines for Terminating Employment

TA 25 Suggested Obligations in Terminating Employment

TA 26 Differentiating the Levels of Electronic Portfolio Implementation

TAKS WRITING
TAKS READING
TAKS MATH
TAKS SOCIAL STUDIES
FCCLA

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology; Entrepreneurship
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 5

Necessary Qualifications of Persons Interested in Serving Older Adults

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

9C Demonstrate productive work habits and attitudes.

13A Demonstrate effective verbal, nonverbal, written, and electronic communication skills.

13B Demonstrate effective methods to secure, maintain, and terminate employment.

13C Demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership.

13D Evaluate the relationship of good physical and mental health to job success and achievement.

13E Demonstrate appropriate grooming and appearance for the workplace.

13F Demonstrate appropriate business and personal etiquette in the workplace.

13G Exhibit productive work habits and attitudes.

14A Determine preparation requirements for various levels of employment in a variety of careers that provide services to older adults.

14D Determine how interests, abilities, personal priorities, and family responsibilities affect career choice.

14E Compare rewards and demands for various levels of employment in a variety of careers.

Chapter Vocabulary

administer
alignment
confidentiality
dependable
empathetic
ethics
flexible
stable
sympathetic
tactful
tolerant
work simplification

RESOURCES

Publication

Modern Maturity. AARP.

Videotapes

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *Looking Great at Work*
- *Sell Yourself*
- *Job Search Strategies*

Web Sites

AARP
www.aarp.org

Administration on Aging
www.aoa.dhhs.gov

Age Work
www.geron.org/agework/index.html

Medicare
www.medicare.gov

National Council on the Aging
www.ncoa.org

Texas Department on Aging
www.tdoa.state.tx.us

#1 BRAINSTORMING/INDIVIDUAL OR GROUP ACTIVITY

Lead students to brainstorm qualities of successful caregivers for older adults. List the qualities on an overhead, chalkboard, or computer projection. Distribute copies of Teaching Aid 27, ***The Ideal Professional***, to each student. Have each student design an ideal professional. After each individual or group has completed the activity, discuss the qualities and make a life-size model displaying the qualities of "The Ideal Professional." The drawing should be kept in a prominent place in the classroom all year, to serve as a continuous inspiration and reminder.

As an enrichment activity, students could add the qualities that are discussed in the section on different attitudes of employees (page 45 of the Reference Book). Have students explain why these qualities are important for the ideal professional to possess.

Key Questions

- What are the most important work habits for an employee to develop?
- What would be your policy for punctuality and dependability?
- How do you feel about employees receiving personal phone calls at work?

Notes

(TEKS 9C, 13A, 13B, 13C, 13D, 13E, 13F, 13G, 14A, 14D, 14E)

TA 27 The Ideal Professional

TAKS SCIENCE **TAKS WRITING**

#2 WRITTEN EXERCISE

Have students write an essay titled, "If I Were the Employer Where I Work Today, My Ideal Employee Would Be..." Ask students to incorporate the findings from their readings, videos, interviews, and other information provided. Have students share their essays with the class.

(TEKS 9C, 13A, 13B, 13C, 13D, 13E, 13F, 13G,14A, 14D, 14E)

TAKS READING **TAKS WRITING**

#3 RESEARCH/WRITTEN EXERCISE

Distribute Teaching Aid 28, ***Ethics***, to each student. Have a student read the definition to the class. Ask the students to brainstorm examples of ethical and unethical behavior.

Have students use classroom resources, library resources, magazines, or newspapers to find stories about individuals/groups and ethical behavior. Have students write summaries of the article and their opinion of the ethical behavior that was displayed by the individuals/groups. Have volunteers share their findings with the class. Lead a class discussion on the importance of ethics in the services for older adults industry.

(TEKS 9C, 14A, 14D, 14E)

TA 28 Ethics

TAKS READING **TAKS WRITING**

#4 INTERVIEW/ROLE PLAY

Have students assume the roles of an employee applying for a position with an older adult facility and the role of an interviewer. Have students role play the interviews which focus on working with older adults. Ask students to use all of the employee characteristics discussed in the Reference Book.

(TEKS 9C, 13A, 13B, 13C, 13D, 13E, 13F, 13G,14A, 14D, 14E)

TAKS SCIENCE

BEST COPY AVAILABLE

(TEKS 9C, 13A, 13B, 13C, 13D, 13E, 13F, 13G, 14A, 14D, 14E)

TAKS READING

TAKS SOCIAL STUDIES

#5 VIDEOTAPE/CLASS DISCUSSION

Have students view a videotape(s) on preparing for employment, such as *Looking Great at Work*, *Sell Yourself*, and *Job Search Strategies*, available from The Curriculum Center for Family and Consumer Sciences. All videotapes referenced in the Curriculum Guide, unless otherwise cited, are available from The Curriculum Center. The study guides that accompany the videotapes can be used for classroom discussion.

FCCLA

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology
- Career Connections
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 6

The Role of the Caregiver

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

5A Describe physical characteristics typical of the aging process.

5C Determine caregiver strategies appropriate to accommodate physical limitations of older adults.

8A Assess the impact of culture on the role of older adults.

9A Describe types and multiple responsibilities of caregivers.

9B Identify types of facilities and levels of care for older adults.

9C Demonstrate productive work habits and attitudes.

9D Exhibit communication skills needed in all levels of care.

9E Practice effective stress management strategies when providing services for older adults.

9F Determine resources for caregivers and older adults.

14A Determine preparation requirements for various levels of employment in a variety of careers that provide services to older adults.

16A Analyze challenges of managing multiple family, community, and wage earner roles.

16B Exhbit management practices facilitating individuals assuming multiple roles.

Chapter Vocabulary

active listening
body language
burnout
caregiver
caregiving
communication
developmental task
feedback
formal caregiver
geriatric care manager
informal caregiver
kinesics
mixed message
reminiscing
response styles
sandwich generation
stress-related crisis
triggers

RESOURCES

Videotapes

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *disABILITY Awareness*

Tuesdays with Morrie (available for purchase or rental on VHS or DVD)

Web Sites

AARP
www.aarp.org

Administration on Aging
www.aoa.dhhs.gov

Medicare
www.medicare.gov

National Council on the Aging
www.ncoa.org

Texas Department on Aging
www.tdoa.state.tx.us

#1 LABORATORY EXPERIENCE/SIMULATION

Distribute Teaching Aid 29, ***Effects of Aging on Some Older Adults***, to each student. Review the instructions for the simulation with the students. Assign the students at least one of the conditions listed on the teaching aid. Have students participate in both of the options to give them a better idea of what the effects of aging are for some older adults. Ask students to share their reactions to the simulations.

Additional information for the simulations include Teaching Aids 30-37.
Teaching Aids 30a-b, ***Sensitizing People to the Processes of Aging: A Simulation***
Teaching Aid 31, ***Changes in Vision***
Teaching Aid 32, ***Changes in Hearing***
Teaching Aid 33, ***Changes in Touch***
Teaching Aid 34, ***Changes in Dexterity***
Teaching Aid 35, ***Changes in Taste***
Teaching Aid 36, ***Changes in Smell***
Teaching Aid 37, ***Changes in Balance***

#2 BRAINSTORMING (TEKS 5A, 5C, 8A, 9A, 9D, 9E, 9F)

Assign each student one of the developmental tasks of later maturity listed in the Reference Book. Have the students brainstorm ideas on how the caregiver can assist the older adult in accomplishing that task. Compile a class list on newsprint or poster. Display the list in a prominent place in the classroom.

#3 RESEARCH/VISUAL DISPLAY

Assign each student a country to research the care given or provided for older adults. Use the library, Internet, and classroom resources to gather information. Have students share their findings with the class in the form of a visual presentation (e.g., poster, collage, PowerPoint).

Key Questions

- How does the caregiving in the various countries differ from the United States?
- What characteristics of caregiving do the various countries have in common?
- What are older adults like in other cultures?

Some potential Web sites include:

• AARP	*www.aarp.org*
• Culturegrams	*www.culturegrams.com*
• CareGuide	*www.careguide.net* (keywords: elder care across the globe)

Notes

(TEKS 5A, 5C, 9A, 9C, 9D, 9E, 14A)

TA 29 Effects of Aging on Some Older Adults

TA 30a-b Sensitizing People to the Processes of Aging: A Simulation

TA 31 Changes in Vision

TA 32 Changes in Hearing

TA 33 Changes in Touch

TA 34 Changes in Dexterity

TA 35 Changes in Taste

TA 36 Changes in Smell

TA 37 Changes in Balance

(TEKS 5A, 5C, 9A, 9C, 9D, 9E, 14A)

TAKS WRITING
TAKS READING
TAKS SCIENCE
TAKS SOCIAL STUDIES

(TEKS 9B)

#4 GAME

Lead a class discussion on the importance of body language in working with older adults. Assign each student a different type of body language to portray. These could include:

- folded arms
- raised eyebrows
- slumped shoulders
- no eye to eye contact
- facial expression of disbelief
- facial expression of sadness
- facial expression of embarrassment
- facial expression of surprise

Key Questions

- Why is it important for the caregiver to understand body language?
- What are some things that folded arms might express?
- How would you respond to raised eyebrows?
- How do you feel when someone does not make eye contact with you?
- How did you express disbelief?
- How should you react when you encounter sadness from an older adult?
- When do older adults show signs of embarrassment?
- Why do slumped shoulders often speak louder than words?

(TEKS 5A, 5C, 8A, 9A, 9D, 9E, 9F)

TAKS WRITING **TAKS SOCIAL STUDIES**

#5 GUEST SPEAKER

Invite an individual from a personal shopping agency or a geriatric care center to talk with the class about the programs that they offer to meet the needs of older adults. Have students serve as listening teams to share key ideas. See the Creative Ideas section for more information on using listening teams in the classroom.

(TEKS 5A, 5C, 8A, 9A, 9D, 9E, 9F)

#6 SIMULATION

Have students become aware of personal bubble space. Have the class form two lines, ten feet apart, opposite each other. Ask line "A" to stand still while line "B" walks toward line "A." Tell line "A" to stop. There will be some students stop before they reach the line. Some students in line "A" will step back. Reassure the student it is okay for some to stop early or to step back. Everyone has their own personal space.

Key Questions

- How did you feel when someone was walking into your personal space?
- How did you feel walking into someone else's personal space?
- What are some circumstances for caregivers to come into an older adult's personal space?
- How might an older adult react with a caregiver who enters their personal space?

Key Questions, continued

- How could a caregiver make it easier for the older adult when entering their personal space?
- How does the personal space differ in older adults from different cultures?

#7 GROUP ACTIVITY/VISUAL DISPLAY

Divide the class into small groups. Assign each group one of the areas listed below. For the assigned area, have each group identify the specific skills and characteristics (e.g., interpersonal skills, patience, dependability, caring, compassion, respect for others, conflict resolutions skills) that are needed by caregivers of family members with special health needs.

Some skill areas needed by caregivers include:

- Communication skills
- Knowledge of body mechanics and transfer techniques
- Interpersonal skills and characteristics
- Self-help skills
- First aid
- Physical care (bathing, hygiene, monitoring temperature and blood pressure)
- Nutritional needs and requirements

If possible, have each group use computer programs to produce a handout, transparency master, slide presentation, or some other type of computer-generated project to present their information to the class.

(TEKS 5A, 5C, 8A, 9A, 9D, 9E, 9F)

TAKS WRITING

TAKS SOCIAL STUDIES

#8 EDUCATIONAL TOUR

Visit an adult day care facility or nursing home to observe skills utilized and personality traits displayed by the employees. After the visit, lead students to discuss the skills they observed. Have the students write a reaction paper following the visit and discussion.

If an educational tour is not feasible, invite a representative from the facility to talk or interview a professional about the skills needed by caregivers of family members with special health needs.

(TEKS 5A, 5C, 8A, 9A, 9D, 9E, 9F)

TAKS WRITING

#9 SCENARIO

Have students read the scenario depicted on Teaching Aid 38, ***Being a Caregiver***. Lead students to discuss the skills and demands needed by the caregiver in the story. Teaching Aid 39, ***Tips for Family Caregivers***, provides some helpful hints to family members who are designated as caregivers.

(TEKS 5A, 5C, 8A, 9A, 9D, 9E, 9F)

TA 38 Being a Caregiver

TA 39 Tips for Family Caregivers

(TEKS 5A, 5C, 8A, 9A, 9D, 9E, 9F)

#10 SIMULATION

Have students refer to page 60 in the Reference Book. Use an example from the "trigger" list to lead students to reminisce.

Ask students to bring a trigger item to class. Have each student present their trigger item and explain how they would use it to encourage older adults to reminisce.

Have the class divide into pairs. Have the students practice their listening skills, and have one student in each pair ask questions for the other person in sharing their trigger item.

As an enrichment activity or as an FCCLA project, have the students visit a facility for older adults and use their trigger ideas. Have the student volunteers share their responses.

(TEKS 5A, 5C, 8A, 9A, 9D, 9E, 9F)

TA 40 Time Railroad Reward

TAKS MATH
TAKS WRITING
TAKS READING

#11 INDIVIDUAL ACTIVITY

Explain the Railroad Time Management Principles to students using Teaching Aid 40, ***Time Railroad Reward***. Have each student make a list of ten things that they need to accomplish. Then, have them rank them in order of their importance. Students should railroad them with the most important first, then next most important, and so on. Students should give themselves a time frame to accomplish each task. There should be a deadline to finish the railroad. Prior to accomplishing all the tasks, the students should determine some type of reward when all of the tasks have been accomplished and their railroad is complete. Have students share their responses to the activity.

(TEKS 5A, 5C, 8A, 9A, 9D, 9E, 9F)

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES

#12 VIDEOTAPE

Have students view the videotape, *Tuesdays with Morrie*. The video focuses on an older gentleman (Morrie Schwartz) who made a tremendous impact on all of those he came in contact with. It is based on the true story written by Mitch Albom. Instruct students to write a two-page summary about Morrie and the people that he influenced. Have students also discuss the role(s) of the caregivers in the video. Ask student volunteers to share their work.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 7

Management of Services in the Care of Older Adults

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

9B Identify types of facilities and levels of care for older adults.

9G Describe management functions in facilities for older adults.

9H Determine technological business applications used in management of elder care facilities.

Chapter Vocabulary

- adult day care services
- adult foster homes
- assisted living
- board and care homes
- Continuing Care Retirement Communities
- home and community-based services
- long-term care facilities
- nursing home
- respite care

RESOURCES

Web Sites

AARP
www.aarp.org

Administration on Aging
www.aoa.dhhs.gov

Age Work
www.geron.org/agework/index.html

Medicare
www.medicare.gov

National Council on the Aging
www.ncoa.org

Texas Department on Aging
www.tdoa.state.tx.us

Notes

***Note:** Management practices are not addressed in the Reference Book but need to be included in the curriculum.*

#1 CLASS DISCUSSION

Use Teaching Aid 41, ***Management is...***, as a springboard for class discussion. Lead students to discuss that managers or directors must learn, as well as supervise, every aspect of service.

Have students list characteristics of effective managers that they know or have worked with. Compare the list to the ones listed in the Reference Book.

(TEKS 9B, 9G, 9H)

TA 41 Management is...

TAKS READING

#2 INDIVIDUAL ACTIVITY/RESEARCH

Assign students one of the home and community-based services or one of the long-term care services discussed in the Reference Book. Have each student gather information from the library, Internet, and classroom resources about the assigned type of service. Have students prepare a visual display (e.g., PowerPoint, poster, mobile) explaining the assigned topic. Ask students to share their displays with the class. Have students use Teaching Aid 12, ***Sample Visual Display Rubric***, as an evaluation tool.

(TEKS 9B, 9G, 9H)

TA 12 Sample Visual Display Rubric

TAKS READING TAKS WRITING

TAKS SCIENCE

#3 GROUP ACTIVITY/SKIT

Divide the class into four groups. Distribute Teaching Aid 42, ***Styles of Supervision***, to each student. Assign each group one of the four styles of supervision. Have each group write a skit about a supervisor that exhibits those characteristics. Ask each group to present their skit to the class.

Key Questions

- What are the typical employee responses for each style of supervision?
- Which of the styles of supervision are you the most familiar with?

(TEKS 9B, 9G, 9H)

TA 42 Styles of Supervision

TAKS WRITING

#4 SURVEY

Have students poll managers or directors of local facilities for older adults to obtain a list of traits that managers feel are necessary for success. Have students compare their lists with the characteristics found in the first strategy. The survey could be conducted through telephone or personal interviews or through a written survey.

Have the students compile the results and write an article for the local or school newspaper.

(TEKS 9B, 9G, 9H)

TAKS READING TAKS WRITING

(TEKS 9B, 9G, 9H)

TAKS SCIENCE TAKS WRITING

#5 INTERVIEW

Have students interview their employer or a manager or director to learn more about their supervision styles and management responsibilities. Have students prepare sample questions before the interview. Ask students to write up a summary of the interviews and have students volunteer to share their findings.

Sample Interview Questions

- What characteristics are needed by the manager to maintain good working relationships with employees?
- What kind of training or experiences is required for a foodservice manager?
- How do you motivate employees to do the required work?

As an alternative strategy, have students examine the Human Services Manager section of the Occupational Outlook Handbook at http://www.bls.gov/oco/ocos024.htm

(TEKS 9B, 9G, 9H)

TAKS WRITING

#6 INTERNET ACTIVITY

Lead students to define the term organizational goals and discuss the importance of organizations having such goals. Some organizations also have mission statements. Have students do an Internet search and look at some of the goals and missions of various facilities for older adults. One potential Web site is Fort Worth Garden Terrace (www.gardenterrace-fw.com). Have students share their findings with the class.

(TEKS 9B, 9G, 9H)

TAKS WRITING TAKS SOCIAL STUDIES

#7 PANEL DISCUSSION

Invite some individuals who serve in some type of management capacity in a care facility to speak to the class on policies and procedures. Emphasize to the students that policies usually deal with permanent factors, such as wages, vacations, holidays, personnel, customers, and facility operations. Procedures detail how the policies will be carried out.

Key Questions

- Whose responsibility is it to determine policies?
- Why is it important to have policies for a foodservice operation?
- How can the organization keep from being overburdened with overlapping policies and procedures?
- Who enforces the policies?

(TEKS 9B, 9G, 9H)

#8 CLASS DISCUSSION

Lead a class discussion on the steps in planning that can be followed to develop goals, policies, and procedures. Review with students the planning process.

Key Questions

- How can a manager decide whether a new policy or procedure is needed when problems arise?
- Why should policies and procedures be carefully thought through and well-designed before they are implemented?

#9 VISUAL DISPLAY

Divide the class into small groups. Assign each group to develop a poster or some type of visual indicative of ways that employees may be involved in the identification of goals and development of problem-solving techniques. Have each group share their work. The visual displays could be posted in the laboratory, school, or other places.

As a variation, each group's responses could be compiled into a PowerPoint presentation as an FCCLA project.

(TEKS 9B, 9G, 9H)

TAKS WRITING

FCCLA

#10 RESEARCH

Have students gather information from the library, classroom references, and Internet about different strategies and processes to maximize human resources and performance within organizations. Ask the students to compile the information and share the key points.

(TEKS 9B, 9G, 9H)

TAKS READING

TAKS WRITING

TAKS SCIENCE

Key Questions

- What strategies or processes are often used in facilities for older adults?
- What responsibilities do managers or directors have in regard to employees who have ideas or suggestions?

#11 VIDEOTAPE

View a videotape, such as *disABILITY Awareness*. The video focuses on communication skills to use in working with people who have disabilities. Lead students to discuss being aware of individuals with disabilities.

(TEKS 9B, 9G, 9H)

TAKS READING

TAKS SOCIAL STUDIES

Key Questions

- What kinds of disabilities were featured in the video in working with older adults?
- What skills were highlighted?
- How can this knowledge help caregivers work with individuals who have disabilities?

FCCLA ACTIVITIES

- STAR Event: Illustrated Talk
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 8

Physical Needs of the Older Adult

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

5A Describe physical characteristics typical of the aging process.

5B Perform appropriate techniques for promoting independence among older adults with physical limitations.

5C Determine caregiver strategies appropriate to accommodate physical limitations of older adults.

5D Conduct physical activities appropriate for older adults.

5E Identify considerations when selecting appropriate housing, furnishings, clothing, and transportation for older adults at various levels of functioning.

Chapter Vocabulary

cardiovascular system
digestive system
muscular system
respiratory system
skeletal system
urinary system

RESOURCES

Books

Carper, Jean. (1996). *Stop Aging Now.* Harper Perennial: New York, NY.

Kahn, Robert L. & Rowe, John Wallis. (1999). *Successful Aging.* Delacorte: New York, NY.

McFarland, Judy Linberg. (2000). *Aging Without Growing Old.* Western Front Limited: New York, NY.

Moody, Harry R. (2002). *Aging: Concepts and Controversies.* Sage Publications, Inc.: Thousand Oaks, CA.

Valliant, George E. (2002). *Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study of Adult Development.* Little Brown and Company: New York, NY.

Publications

Modern Maturity. AARP.

Positively Aging: Choices and Changes. The University of Texas Health Science Center at San Antonio, Aging Research and Education Center. (This is a curriculum that promotes aging awareness and health promotion for elementary and secondary students.)
positivelyaging.uthscsa.edu

Walk in My Shoes (A 4-H Aging Awareness Project). University of Illinois Extension, University of Illinois at Urbana-Champaign. (This is an activity project that reaches across generations and teaches young people about growing older and the physical changes that occur with age.)
www.extension.uiuc.edu

Web Sites

AARP
www.aarp.org

Administration on Aging
www.aoa.dhhs.gov

Age Work
www.geron.org/agework/index.html

National Council on the Aging
www.ncoa.org

Texas Department on Aging
www.tdoa.state.tx.us

#1 GROUP ACTIVITY/PROJECT

Have students simulate the physical condition of an older adult. Simulated activities could include:

- Tape index and middle finger together and try to pick up a coin (arthritis).
- Make an eye mask of wax paper to put over the eyes and walk around (cataracts or glaucoma).
- Hold one's nose while blindfolded and eat an orange (sense of smell affects eating patterns).
- Walk a walker or maneuver a wheelchair around the classroom and try to carry a plate or another object.
- Wrap Ace bandages around one's knees and move around the room or on one's elbows and try to read a magazine or newspaper.
- Place cotton or earplugs in one's ears while listening to instructions.

Variations of Teaching Aids 29, ***Effects of Aging on Some Older Adults***, and 30a-b, ***Sensitizing People to the Processes of Aging: A Simulation***, could also be used for this strategy.

Notes

(TEKS 5A, 5B, 5C, 5D, 5E)

TA 29 Effects of Aging on Some Older Adults

TA 30a-b Sensitizing People to the Processes of Aging: A Simulation

#2 GUEST SPEAKER

Invite a gerontologist or geriatric nurse to speak to the class about the physical changes of aging, such as decreased physical skills and capabilities, decreased hearing and vision abilities, decreased intellectual capacity for learning, and declining body internal functions.

Key Questions

- What physical changes occur as a result of aging?
- How can changes vary from one person to another?
- What steps can be taken to slow down physical changes of aging?
- What types of disabilities may occur in the later years?
- How might an older adult adjust to the physical changes that occur?

(TEKS 5A, 5B, 5C, 5D, 5E)

TAKS SCIENCE TAKS WRITING

#3 INTERNET SEARCH

Have students conduct an Internet search for Web sites that focus on the physical changes that occur in aging. One example is the Mayo Clinic (*www.mayoclinic.com*). Ask students to compile a list of Web sites and to share their findings.

Key Questions

- What are some of the physical changes that occur during the aging process?
- What is the average age for life expectancy?
- What causes aging?

(TEKS 5A, 5B, 5C, 5D, 5E)

TAKS READING TAKS WRITING

TAKS SCIENCE

(TEKS 5A, 5B, 5C, 5D, 5E)

TA 43 Exercise with Older Adults While Seated

FCCLA

#4 GROUP ACTIVITY

Have students conduct the activity on Teaching Aid 43, ***Exercise with Older Adults While Seated***. Ask students to lead older adults in the laboratory setting or another older adult facility.

As an alternative strategy, students could recruit children from a local day care or school to visit and participate in recreational activities with older adults. This strategy could also be used as an FCCLA project.

(TEKS 5A, 5B, 5C, 5D, 5E)

TAKS READING

TAKS WRITING

TAKS SCIENCE

#5 GROUP ACTIVITY/RESEARCH

Divide the class into groups. Have each group draw or illustrate the different systems and organs of the human body on a poster and explain how the aging process affects the different organs and systems. Groups can be assigned the following topics:

- digestive system
- respiratory system
- urinary system
- cardiovascular system
- nervous system
- muscular system
- skeletal system
- reproductive system

Have students use the library, Internet, and classroom resources to gather information about the assigned topic. Have each group present their drawings and explanations.

Key Questions

- What measures can be taken to lessen the effects of aging?
- What lifestyle practices would promote good health?
- What are the effects of smoking on specific body systems? of drinking?
- Why is it important to maintain a proper diet, to eliminate smoking and drinking, and to exercise throughout one's life?
- Why do you think some individuals appear to look younger than others the same age?

FCCLA

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Leaders at Work
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 9

Emotional Needs of the Older Adult

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

6A Identify special emotional needs of older adults.
6B Summarize ways to alleviate insecurities and loss of dignity experienced by some older adults.
6C Describe techniques that promote emotional adjustments to losses.
6D Describe crisis management techniques.
6E Determine the impact of family support on the emotional well-being of older relatives.
6F Utilize caregiver techniques promoting positive emotional health of older adults.

Chapter Vocabulary

- anxiety
- apathy
- depression
- grief
- hypochondria
- Maslow's hierarchy
- paranoia
- physical survival
- social isolation

RESOURCES

Books

Carper, Jean. (1996). *Stop Aging Now.* Harper Perennial: New York, NY.

Kahn, Robert L. & Rowe, John Wallis. (1999). *Successful Aging.* Delacorte: New York, NY.

McFarland, Judy Linberg. (2000). *Aging Without Growing Old.* Western Front Limited. New York, NY.

Moody, Harry R. (2002). *Aging: Concepts and Controversies.* Sage Publications, Inc.: Thousand Oaks, CA.

Valliant, George E. (2002). *Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study of Adult Development.* Little Brown and Company: New York, NY.

Publication

Modern Maturity. AARP.

Web Sites

AARP
www.aarp.org

Administration on Aging
www.aoa.gov

Age Work
www.geron.org/agework/index.html

National Council on the Aging
www.ncoa.org

Texas Department on Aging
wwww.tdoa.state.tx.us

Notes

#1 CLASS DISCUSSION

Have each student compile a list of common emotional needs to share with the class. Compare students' lists of emotional needs with the following basic needs: love, affection, independence, security, acceptance, recognition, trust, and socialization.

Key Questions

- Which of these basic emotional needs is often lacking in the lives of older individuals?
- What can caregivers do to meet the emotional needs of individuals living in a long-term care facility?
- What is the difference between meeting the emotional needs of an older person living in a long-term care facility and meeting the emotional needs of an older person living alone? or an older couple living independently?
- Which emotional needs are more easily met in older adults who live alone or an older couple living independently as opposed to older adults living in care facilities?

(TEKS 6A, 6B, 6C, 6D, 6E, 6F)

TAKS SOCIAL STUDIES

#2 CLASS DISCUSSION

Lead a class discussion on physical survival needs of the older adult, such as rest, food, clothing, shelter, safety, activity, and the avoidance of pain.

Key Questions

- What are the physical survival needs of the older adult?
- How are the physical needs of the older adult different from a young person's physical needs?
- Why would older adults be anxious about their own survival?
- What are the symptoms of anxiety? depression? paranoia? hypochondria?

(TEKS 6A, 6B, 6C, 6D, 6E, 6F)

TAKS SCIENCE

#3 GUEST SPEAKER/WRITTEN EXERCISE

Invite a gerontologist or professional caregiver who works with older adults about their emotional well-being. Ask the speaker to talk about how changes in the environment and daily routine may affect the emotional needs of older adults. Following the speaker's presentation, ask volunteers to share their opinions.

Key Questions

- What procedures are used to help a new resident adjust to unfamiliar surroundings?
- What can care facility employees do to help meet the emotional needs of older adults?
- What are some typical situations that occur in care facilities that require attention to emotional needs?

(TEKS 6A, 6B, 6C, 6D, 6E, 6F)

TAKS WRITING

TAKS SOCIAL STUDIES

TAKS SCIENCE

(TEKS 6A, 6B, 6C, 6D, 6E, 6F)

TA 44 Dealing with Fear and Anxiety

TAKS SCIENCE
TAKS SOCIAL STUDIES
TAKS READING
TAKS WRITING

#4 INTERVIEW

Distribute four copies of Teaching Aid 44, ***Dealing with Fear and Anxiety***, to each student. Have each student complete one of the copies. Ask each student to conduct interviews with three older adults and use the remaining three copies to record the answers from the interviews. Compare and contrast students' responses with responses from the older adults. Lead a class discussion on the rationale for the differences and similarities.

Key Questions

- What anxieties do students and older adults have in common?
- What anxieties are specific to older adults?
- What anxieties are specific to students?
- How does each group handle anxieties?
- What causes anxiety to be different at different age groups?
- How can a caregiver minimize anxieties of the older adult?

(TEKS 6A, 6B, 6C, 6D, 6E, 6F)

TA 45 Guidance Strategies for Older Adults

TAKS READING
TAKS SOCIAL STUDIES

#5 INDIVIDUAL ACTIVITY

Have each student list emotional losses that may affect the well-being of an older person, such as losses in relationships, physical functions, sensory changes, identities, and possessions. Lead a class discussion on examples of each type of loss and how the caregiver can help. Teaching Aid 45, ***Guidance Strategies for Older Adults***, offers suggestions to caregivers.

Key Question

- To what extent does a person's level of maturity affect how well he or she accepts emotional losses?

(TEKS 6A, 6B, 6C, 6D, 6E, 6F)

TAKS READING
TAKS SOCIAL STUDIES

#6 VIDEOTAPE

Have students view a videotape, such as *Dad, On Golden Pond, or Driving Miss Daisy*, that focuses on emotional needs and changes in older adults. Ask students to use listening teams as they watch the video. Instruct students to share their ideas with the class in some type of visual display. Refer to the Creative Ideas section for more information on listening teams.

Key Questions

- What emotional needs were displayed in the video?
- What emotional changes were evident in the video?
- How were caregivers able to help the older adults with these emotional needs and changes?

FCCLA

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Leaders at Work
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 10

Mental Needs of the Older Adult

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

7A Differentiate between effects of aging and disease on mental abilities.

7B Describe mental disorders commonly associated with some older adults.

7C Analyze methods that caregivers can use to promote mental alertness.

7D Determine caregiver strategies appropriate to accommodate persons with mental limitations.

7E Determine techniques promoting independence among older adults with mental limitations.

7F Conduct appropriate intellectually stimulating activities to meet varying needs of older adults.

Chapter Vocabulary

- Alzheimer's disease
- dementia
- functional disorder
- long-term memory
- organic disorder
- reality orientation
- short-term memory
- very long-term memory

RESOURCES

Agencies and Organizations

AARP

Administration on Aging

Age Works

Alzheimer's Association

National Council on the Aging

Texas Department on Aging

Books

Carper, Jean. (1996). *Stop Aging Now.* Harper Perennial: New York, NY.

Kahn, Robert L. & Rowe, John Wallis. (1999). *Successful Aging.* Delacorte: New York, NY.

McFarland, Judy Linberg. (2000). *Aging Without Growing Old.* Western Front Limited. New York, NY.

Moody, Harry R. (2002). *Aging: Concepts and Controversies.* Sage Publications, Inc.: Thousand Oaks, CA.

Valliant, George E. (2002). *Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study of Adult Development.* Little Brown and Company: New York, NY.

Publication

Modern Maturity. AARP.

Ch 10 #1 INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Have students complete Activity 10-4 in the Student Activity Book. After completion, divide the class into groups to research the different types of mental disorders. Have students use the library, Internet, and classroom resources to gather information about the different types of disorders. Ask students to present the information in some type of oral presentation with visuals (e.g., PowerPoint, posters).

Key Questions

- What types of dementia are treatable?
- Which disorders are signs of aging and which are diseases?
- What are the causes of dementia?
- What are the causes of Alzheimer's?
- What measures can be taken to help prevent mental disorders?

#2 INTERVIEW/OBSERVATION

Have students interview or observe an activities or recreational director concerning the activities that are provided to accommodate individuals with mental limitations. Share the information with the class.

Key Questions

- How are activities for older adults with mental limitations selected?
- What do you do to encourage participation?
- What safety considerations must be made?

#3 BROCHURE

Have students create an informative brochure about mental health conditions that may affect older adults and how to assist the older adult with the condition. Some suggested topics might include:

- Dementia, What is It?
- Alzheimer's Disease, What is It?
- How to Help the Older Adult with Mental Disorders?

Teaching Aid 46, ***Mental Concerns of the Older Population Focus: Elderhostel***, and Teaching Aid 47, ***Mental Concerns of the Older Population Focus: Alzheimer's Disease***, can be used as alternative strategies.

Students can use Teaching Aid 6b, ***Brochure Assessment***, to evaluate the brochures.

#4 GROUP ACTIVITY

As a class project or for FCCLA, have students make calendars and individual reminders for older adults in assisted living and long-term care facilities.

Notes

(TEKS 7A, 7B, 7C, 7D, 7E, 7F)

TAKS READING TAKS WRITING

TAKS SCIENCE

(TEKS 7D, 7E, 7F)

TAKS SCIENCE

(TEKS 7A, 7B, 7C, 7D, 7E, 7F)

TA 46 Mental Concerns of the Older Population Focus: Elderhostel

TA 47 Mental Concerns of the Older Population Focus: Alzheimer's Disease

TA 6b Brochure Assessment

TAKS WRITING

(TEKS 7D, 7E, 7F)

TAKS WRITING

FCCLA

(TEKS 7A, 7B, 7C, 7D, 7E, 7F)

TA 48a Cognitive Process Matching

TA 48b Cognitive Process Matching Answer Key

#5 INDIVIDUAL ACTIVITY

Distribute Teaching Aid 48a, ***Cognitive Process Matching***, to each student. Have the students complete the exercise and compare their responses to Teaching Aid 48b, ***Cognitive Process Matching Answer Key***.

FCCLA ACTIVITIES

- STAR Event: Illustrated Talk
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 11

Social Needs of the Older Adult

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

8B Summarize theories associated with social changes of aging.
8C Identify ways to meet the social needs of older adults.
8D Point out factors influencing the social needs of older adults.

Chapter Vocabulary

activity theory
disengagement theory
social roles

RESOURCES

Books

Carper, Jean. (1996). *Stop Aging Now*. Harper Perennial: New York, NY.

Kahn, Robert L. & Rowe, John Wallis. (1999). *Successful Aging*. Delacorte: New York, NY.

McFarland, Judy Linberg. (2000). *Aging Without Growing Old*. Western Front Limited. New York, NY.

Moody, Harry R. (2002). *Aging: Concepts and Controversies*. Sage Publications, Inc.: Thousand Oaks, CA.

Valliant, George E. (2002). *Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study of Adult Development*. Little Brown and Company: New York, NY.

Publications

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:
Interactions Between Children and the Elderly: Intergenerational Curriculum and Training Modules;
Intergenerational Professions Curriculum Guide;
Youth Exchanging with Seniors.

Videotapes

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *Youth Exchanging with Seniors – Series of Three Videotapes*

Web Sites

AARP
www.aarp.org

Administration on Aging
www.aoa.gov

Age Work
www.geron.org/agework/index.html

National Council on the Aging
www.ncoa.org

Texas Department on Aging
www.tdoa.state.tx.us

Notes

#1 INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Have students make a chart indicating the characteristics of the Activity Theory and the Disengagement Theory. Teaching Aid 49, ***Theories***, can be used as a worksheet to list ideas. After sharing the charts with the class, have students write a persuasive paper discussing the social needs of older adults and how the needs should be met according to the theory that they support.

(TEKS 8B, 8C, 8D)

TA 49 Theories

TAKS READING

TAKS WRITING

#2 INTERNET SEARCH/RESEARCH

Refer to Activity 11-5 in the Student Activity Book. Have students conduct a Web search to identify organizations that older adults can become involved in. Potential Web sites are Wired Seniors (*www.wiredseniors.com*) and the Texas Department on Aging Web site (*www.tdoa.state.tx.us*). Have students compile the Web sites into a master list and distribute the information to older adults in the community. This strategy could also be used as an FCCLA project.

(TEKS 8B, 8C, 8D)

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

FCCLA

#3 GUEST SPEAKER/LISTENING TEAMS

Have a member of the local AARP or another organization for older adults visit the classroom to inform the students about their organizations. Have students serve as listening teams and share their information. See the Creative Ideas section for more information on listening teams.

Key Questions

- What is the purpose of AARP?
- Who can join AARP?
- What benefits are afforded members of AARP?
- What services are offered by AARP?

(TEKS 8B, 8C, 8D)

TAKS SOCIAL STUDIES

#4 LABORATORY EXPERIENCE

Have students visit a local adult care facility (e.g., adult day care center, long-term care facility) to participate in recreational or social activities with the older adults. Students could use this as an FCCLA project and could be done on a regular basis.

As an enrichment strategy, students could help plan and implement activities for the older adults. Activity ideas could be compiled into a card file for future use.

(TEKS 8B, 8C, 8D)

TAKS SCIENCE

TAKS WRITING

FCCLA

#5 PROJECT

Have students recruit older adults to work with children as volunteers in the local elementary school or day care center. Students could visit local adult care facilities and organizations where older adults gather. Students could then conduct training sessions with the older adults on guidelines

(TEKS 8B, 8C, 8D)

FCCLA

for working with children and procedures of the facility where the older adults would be placed. This project could also be sponsored by FCCLA.

(TEKS 8B, 8C, 8D)

TA 50 Intergenerational Activities

TAKS SCIENCE TAKS SOCIAL STUDIES

#6 CLASS DISCUSSION/PROJECT

Read the definition displayed on Teaching Aid 50, ***Intergenerational Activities,*** to the class. Lead a class discussion on the types of intergenerational programs available in the community. Have students brainstorm how they could get older adults to interact with other generations.

Three valuable resources on intergenerational programs are available from The Curriculum Center for Family and Consumer Sciences. These resources are listed in the Resources section.

FCCLA

FCCLA ACTIVITIES

- STAR Event: Illustrated Talk
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

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Chapter 12

Financial Needs of the Older Adult

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

- 1B Describe characteristics and care needs of older adults.
- 1C Identify laws, trends, and issues affecting older adults.
- 1G Analyze the influences of technology on the health care and lifestyle of older adults.
- 1H Identify resources for addressing the various needs of older adults.

Chapter Vocabulary

Administration on Aging (AoA)
Daily Money Management
long-term care insurance
Medicaid
Medicare Managed Care
Medigap
Original Medicare
pensions
Social Security
Supplemental Security Income

RESOURCES

Publication

Modern Maturity. AARP.

Web Sites

AARP
  www.aarp.org

Administration on Aging
  www.aoa.dhhs.gov

Age Work
  www.geron.org/agework/index.html

National Council on the Aging
  www.ncoa.org

Texas Department on Aging
  www.tdoa.state.tx.us

#1 CLASS DISCUSSION

Lead students to brainstorm sources of income for older adults. Lead students to discuss why economic security is often a concern of the older population.

Key Questions

- What are some sources of income for the older population?
- What is economic security?
- Why should older adults be concerned about economic security?

Notes

(TEKS 1B, 1C, 1G, 1H)

#2 INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Have students complete Activity 12-3 in the Student Activity Book. Provide feedback for this activity prior to Strategy 3.

(TEKS 1B, 1C, 1G, 1H)

#3 GUEST SPEAKER

Invite a financial advisor to speak to the class concerning the financial needs of older adults. Have students write a reflection of what they learned from the talk.

Key Questions

- When does an individual need to start saving for retirement?
- What types of options are available for older adults?
- What are some sources of retirement funds?
- How important is life insurance?
- What is long-term care insurance? Who needs it?

(TEKS 1B, 1C, 1G, 1H)

TAKS WRITING

#4 RESEARCH/ORAL PRESENTATION

Assign students various topics featured in the Reference Book that financially affect older adults. Topics should include:

- Medicare
- Medicaid
- Social Security
- Medigap

Distribute Teaching Aid 51, ***What We Know/What We Learned***, and Teaching Aid 52, ***Government Assistance***, to each student. Have students use the library, Internet, and classroom resources to gather information. Have students share their responses with the class.

As a variation, have students develop a visual display of their findings. Ask them to share their displays.

(TEKS 1B, 1C, 1G, 1H)

TA 51 What We Know/What We Learned

TA 52 Government Assistance

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

(TEKS 1B, 1C, 1G, 1H)

TAKS READING
TAKS SOCIAL STUDIES

#5 INDIVIDUAL ACTIVITY

Have students locate an article from a magazine or newspaper on the rising costs of health care for older adults (e.g., medical bills, prescriptions). Ask each student to share their article with the class.

Key Questions

- Why have health-care costs risen so much in the past few years?
- How can political and industry leaders help alleviate the rising costs of health care?
- How has inflation impacted the costs of health care?
- Why are older Americans so vulnerable to these rising costs?

(TEKS 1B, 1C, 1G, 1H)

TAKS READING
TAKS WRITING

#6 GROUP ACTIVITY/INTERNET SEARCH

Divide the class into small groups. Have each group do an Internet search of Daily Money Management (DMM) and write a one-page report about the purpose of DMM and the services that it can provide to older adults. One potential Web site is AARP (*www.aarp.org*).

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 13

Clothing Needs of the Older Adult

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1G Analyze the influences of technology on the health care and lifestyle of older adults.

1H Identify resources for addressing the various needs of older adults.

5E Identify considerations when selecting appropriate housing, furnishings, clothing, and transportation for older adults at various levels of functioning.

Chapter Vocabulary

- accessories
- bootjack
- buttonhook
- clothing adaptations
- dexterity
- dressing stick
- long shoehorn
- incontinence
- overcoat hanger
- physiological needs
- psychological needs
- self-help aids
- sleeve anchor
- sociological needs
- sock sticks
- stocking or sock aids

RESOURCES

Agencies and Organizations

Iowa State Cooperative Extension Service

Texas Cooperative Extension Service

Publication

Modern Maturity. AARP.

Web Sites

AARP
www.aarp.org

Assisted Living Store, Inc.
www.assistedlivingstore.com

Clothing Solutions
www.caringconcepts.com

Comfort Clothing
www.comfortclothing.com

Disability Resource Directory
www.d-r-d.com

Ch 13

#1 CLASS DISCUSSION

Have students read Teaching Aids 53a-d, ***Selecting Clothing for Older Adults***. Lead students to discuss the information that would be targeted for older adults.

Key Questions

- What physical changes occur that may require special clothing considerations?
- What social changes occur that may require special clothing considerations?
- Why is it important to consider psychological needs in making clothing selections?
- Why is it important for older adults to have clothing and accessories that they enjoy wearing?
- Where can older adults purchase clothing and accessories that meet their needs?

#2 VISUAL DISPLAY

Using the information from Teaching Aids 53a-d, ***Selecting Clothing for Older Adults***, have students develop some type of visual display (e.g., display case, bulletin board, poster) featuring the major ideas. Place the display in a prominent place for others to read.

#3 INTERNET SEARCH

Have students conduct an Internet search for special clothing adaptations needed for the older adult. Students should take into consideration the physical, social, and psychological changes that occur as a person ages. Cost should also be considered. Potential Web sites are Disability Resource Directory (*www.d-r-d.com*) and Comfort Clothing (*www.comfortclothing.com*).

#4 INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Provide magazines and catalogs for students to look for clothing suitable for older adults. Have students consider the physical, social, and psychological changes that older adults may experience. Have students make some type of visual (e.g., poster, mobile) about the clothing they selected and explain their choices to the class.

#5 BROCHURE

Have students design a brochure titled, "How to Meet the Clothing Needs of an Older Adult." The brochure should include hints on selecting and coordinating the wardrobe features that assist the older adult and sources where the clothing can be found. Have students use Teaching Aids 6a-b, ***Brochure Assessment***, to evaluate their work.

Notes

(TEKS 1H, 5E)

TA 53a-d Selecting Clothing for Older Adults

TAKS READING

TAKS SOCIAL STUDIES

TAKS SCIENCE

(TEKS 1G, 1H, 5E)

TA 53a-d Selecting Clothing for Older Adults

TAKS SOCIAL STUDIES

(TEKS 1G,1H, 5E)

TAKS READING

TAKS WRITING

TAKS MATH

(TEKS 1G, 1H, 5E)

TAKS READING

TAKS WRITING

TAKS MATH

(TEKS 1G, 1H, 5E)

TA 6a-b Brochure Assessment

TAKS READING TAKS WRITING

TAKS MATH

As an alternative strategy, have students write an article for the local newspaper or an information sheet or flyer.

(TEKS 1G, 1H, 5E)

TAKS SCIENCE

#6 VISUAL DISPLAY

Provide a visual display of clothing that have desirable features in ready-to-wear clothing for older adults. For example, fasteners which are hook and loop or magnetic; fabric that can withstand abrasion and strain; and any of the other features discussed in the Reference Book on pages 126-129.

Show students examples of clothing that could easily be adapted to assist older adults. This information is found in the Reference Book on pages 130-131.

(TEKS 1G, 1H, 5E)

TAKS SCIENCE

#7 DEMONSTRATION/PROJECT

Have students develop some of the self-help aids for dressing that are featured in the Reference Book, or students may develop additional aids. Students could also demonstrate how to use them with older adult groups.

(TEKS 1G, 1H, 5E)

TAKS MATH

#8 VISUAL DISPLAY/PROJECT

Provide a variety of catalogs and Internet information on self-help aids that can be purchased in assisting older adults with dressing. Sources could include Assisted Living Store, Inc. (*www.assistedlivingstore.com*) and Clothing Solutions (*www.caringconcepts.com*). Have students compare the costs of purchasing some of the items to some of those they made in the previous strategy.

FCCLA

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Chapter Showcase
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 14

Housing Needs of the Older Adult

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1G Analyze the influences of technology on the health care and lifestyle of older adults.

1H Identify resources for addressing the various needs of older adults.

5E Identify considerations when selecting appropriate housing, furnishings, clothing, and transportation for older adults at various levels of functioning.

11E Propose housing adaptations for the special needs of older adults.

Chapter Vocabulary

condominium
deteriorating
Elder Cottage Housing Opportunity (ECHO)
environment
equity
Department of Housing and Urban Development (HUD)
mobile homes
proximity
retirement communities
shared housing
thresholds
universal design

RESOURCES

Agencies and Organizations

AARP

Iowa State Cooperative Extension

Texas Cooperative Extension

Web Sites

AARP
www.aarp.org

The Center for Universal Design
www.design.ncsu.edu/cud/index.html

ElderWeb
www.elderweb.com

National Resource Center on Supportive Housing and Home Modification
www.homemods.org

Texas Cooperative Extension
fcs.tamu.edu

Ch 14 #1 INTERNET ACTIVITY

Have students search the Interactive Home Tours available from the AARP housing site (*www.aarp.org*). As students visit the sites, have them evaluate the floor plans of the different homes, identify the adaptations made for older adults, and assess the housing styles.

Key Questions

- How did the floor plans allow for easy access?
- What adaptations were made for the special needs of an older adult?
- What features did you like or dislike about the homes you toured?
- What safety features were incorporated into the homes?

Notes

(TEKS 1G, 1H, 5E, 11E)

TAKS READING

#2 INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Have students redesign an existing room, such as the bedroom, kitchen, or bathroom, to meet the needs of an older adult. Students should indicate structural changes that would be needed, find sources and costs of special equipment and furnishings, and make design changes to the room(s). The project should also include the estimated total cost of the adaptations.

(TEKS 1G, 1H, 5E, 11E)

TAKS READING TAKS WRITING

TAKS MATH

#3 SURVEY

Have students select at least two older adults that live independently. Ask the students to conduct a survey using Teaching Aids 54a-b, ***Does Your Home Meet Your Needs? A Checklist.*** Have students compare the older adults' responses. Additional information can be found at the AARP Web site.

Key Questions

- How many of the older adults had made changes in their existing homes?
- How many older adults were considering making adaptations?
- What areas or rooms needed the most improvements?

(TEKS 1G, 1H, 5E, 11E)

TA 54a-b Does Your Home Meet Your Needs? A Checklist

TAKS SCIENCE

#4 CLASS DISCUSSION/TEAMWORK/INTERNET ACTIVITY

Distribute Teaching Aids 55a-b, ***Designing Homes for Function and Safety***, to each student. The teaching aid is adapted from a publication from the Texas Cooperative Extension and provides valuable information about adopting Universal Housing Design. Lead a class discussion on the principles of universal design.

Key Questions

- How wide should doors be? How wide should hallways be?
- What are some suggestions for making the bathrooms more accessible?
- What are some suggestions for making the kitchen more accessible?
- What impact will Universal Housing Design have on homes and housing options for the housing industry?

(TEKS 1G, 1H, 5E, 11E)

TA 55a-b Designing Homes for Function and Safety

TAKS READING TAKS WRITING

TAKS MATH TAKS SCIENCE

Divide the class into small groups. Have each group conduct an Internet search on different Web sites that feature information about Universal Design and specially designed appliances and furnishings. Some potential sites include:

- Texas Cooperative Extension *fcs.tamu.edu*
- Center for Universal Design *www.design.ncsu.edu/cud/index.html*
- National Resource Center on Supportive Housing and Home Modification *www.homemods.org*

Have students give an oral presentation (e.g., PowerPoint, posters) or make some type of visual display to report on their findings.

#5 GUEST SPEAKER

(TEKS 1G, 1H, 5E)

TAKS WRITING

Invite a representative from the city or county housing authority to discuss the housing options that are available for older adults in the community. Ask the speaker to explain how older adults qualify for housing, the procedure for applying, and the price ranges for the housing. Have the speaker identify any special adaptations that are made in the housing options for older adults.

#6 EDUCATIONAL TOUR

(TEKS 1G, 1H, 5E)

TAKS READING TAKS WRITING

Arrange for students to tour various housing options available for older adults in the community. These may include such options as senior retirement communities, homesharing, accessory apartments, Elderly Cottage Housing Opportunities (ECHO), Continuing Care Retirement Communities (CCRC), assisted living, foster care, and long-term care facilities or nursing homes. Have students write reflections about the tour(s) and share their responses with the class.

#7 TEACHING KIT/VIDEOTAPE

(TEKS 1G, 1H, 5E)

TAKS READING TAKS WRITING

FCCLA

Use the *Home Modification Resource Kit*, available from AARP. The resource kit can provide information to help people make their homes more comfortable, safe, and supportive. The kit includes the videotape *Why Move? Improve?*, a facilitator's guide, home modification fact sheet, home assessment tools, and funding resources. The video illustrates a wide variety of home modifications from simple, inexpensive changes to more substantial projects.

As an enrichment strategy, have students plan a workshop for adults interested in making home modifications as an FCCLA project.

FCCLA

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 15

Transportation Needs of Older Adults

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1G Analyze the influences of technology on the health care and lifestyle of older adults.
1H Identify resources for addressing the various needs of older adults.
5E Identify considerations when selecting appropriate housing, furnishings, clothing, and transportation for older adults at various levels of functioning.

Chapter Vocabulary

liable

RESOURCES

Web Sites

AARP
www.aarp.org

Access-Able Travel Source
www.access-able.com

American Public Transportation Association
www.apta.com

U.S. Department of Transportation
www.dot.gov

#1 SURVEY

Have students survey how older adults travel in their community. This information can be obtained from family members, Chamber of Commerce, local organizations that serve older adults, and the older adults themselves. Students could also visit the Web site for American Public Transportation Association (*www.apta.com*) for services that may be available. Have students compile the information into a master list.

Notes

(TEKS 1G, 1H, 5E)

TAKS WRITING

#2 INTERVIEW

Have students interview the director of a local care facility (e.g., adult day care center, assisted living center, retirement community) on the issues involved in transporting their clients and residents.

(TEKS 1G, 1H, 5E)

TAKS WRITING **TAKS SCIENCE**

Key Questions

- How do the clients get to your facility?
- What are the requirements of residents to use your transportation?
- What kinds of transportation are provided?
- Who operates the mode of transportation?
- What kinds of activities are clients or residents transported to and from?
- What types of training and insurance is required to transport older adults?

#3 INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students complete "Test Your Driving IQ" at the AARP Web site (*www.aarp.org/55alive/iq.html*). Upon completion of the driving test, have students search the site for driving concerns of older adults. Have students write a one-page paper about Older Adults That Drive. Responses can be written on Teaching Aid 56, ***Older Adult Drivers***.

(TEKS 1G, 1H, 5E)

TA 56 Older Adult Drivers

TAKS READING **TAKS WRITING**

#4 CLASS DISCUSSION/INTERVIEW

Ask each student to identify physical changes commonly caused by aging that can affect drivers, such as hearing loss, narrowing of peripheral vision, increase in glare sensitivity, and slowing of reflexes. Have a student volunteer contact the driver's license office regarding special requirements for older adults and present a report to the class.

(TEKS 1G, 1H, 5E)

TAKS SCIENCE

Key Questions

- In what ways are older adults more responsible and cautious in their driving habits than other age groups?
- How often should older individuals be evaluated for safety in driving?
- What are the licensing requirements for older adult drivers?

(TEKS 1G, 1H, 5E)

TAKS WRITING TAKS READING

TAKS SOCIAL STUDIES

#5 SCENARIO/WRITTEN EXERCISE

Have each student write a one-page paper based on the following scenario: Raymond is an 85 year-old man living with his disabled spouse. He is responsible for driving to buy groceries, to attend church, or to visit friends. There is no public transportation except for taxicabs. Raymond's driver's license was just taken away because the state requires that a driver must surrender his license at the age of 85. Ask each student to describe Raymond's feelings in the paper. Allow students to voluntarily share their papers in class. Lead a class discussion about feelings of helplessness in the older adult population.

Key Questions

- How does being unable to drive affect Raymond's and his wife's social life?
- If unable to afford taxi fares, who can they depend on for transportation?
- How might this affect their self-esteem?
- How will this affect their feelings of independence?
- What can Raymond and his wife do to find a solution to their problem?

(TEKS 1G, 1H, 5E)

TAKS WRITING TAKS READING

TAKS MATH

#6 GUEST SPEAKER

Invite an insurance agent to speak to the class about special consideration for older adults concerning policy coverage and costs. Ask the speaker to address the nature of claims most commonly filed by the older population.

Key Questions

- What are the insurance requirements for older drivers?
- What kinds of insurance discounts are older adults eligible for?
- What kinds of accidents are usually reported by the older population?
- How can older adults keep their insurance costs at lower rates?

FCCLA

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 16

Nutritional Requirements and Needs of Older Adults

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

3A Identify the functions and sources of nutrients.

3B Apply principles of nutrition to meet the daily food requirements of older adults.

3C Identify common dietary deficiencies and disorders associated with older adults.

3D Determine available technology that aids in dietary modifications for older adults.

3E Analyze factors affecting diets and eating practices of older adults with special needs.

3F Summarize food preparation and service techniques that facilitate retention of nutrients.

3G Propose methods to enhance older adults' independence in meal preparation.

3H Appraise food and nutrition resources.

Chapter Vocabulary

absorption
atherosclerosis
ascorbic acid
basic metabolic rate
cardiovascular disease
cholesterol
digestion
digestive system
empty-calorie foods
enriched
esophagus
gallbladder
ingested
liver
major food groups
metabolism
nutrient dense
osteoporosis
pancreas
plaque
rickets
salivary glands
sensory variety

RESOURCES

Agencies and Organizations

American Dietetic Association

Texas Cooperative Extension

Tufts University

United States Department of Agriculture

Videotape

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *Fundamental Human Nutrition*

Ch 16

#1 CLASS DISCUSSION/GROUP ACTIVITY

Display Teaching Aid 57, ***Nutrient Groups***, on the overhead projector. Lead students in a class discussion on how the nutrients are classified into one of the six groups. Explain to students that they are going to teach each other about the key nutrients and their functions in the body.

The strategy can be an individual or group activity. Assign students the following topics:

- Protein
- Carbohydrates
- Vitamins
  - Fat-soluble vitamins
  - Water soluble vitamins
- Minerals
- Fats
- Water

Have students use the library, Internet, and classroom resources to gather information about their assigned topics. The students should prepare a mini lesson on the topic which should include functions in the body, importance of the nutrient to the older adult, food sources, results of deficiencies, and implications for good health, Teaching Aid 58, ***Nutrient Pictographs***, can be used in gathering facts for the presentations. As students present their mini lesson, have the other students complete Teaching Aids 59a-c, ***Nutrient Information,*** to record major points.

Notes

(TEKS 3A, 3B, 3C, 3D, 3E)

TA 57 Nutrient Groups

TA 58 Nutrient Pictographs

TA 59a-c Nutrient Information

TAKS READING | TAKS WRITING | TAKS SCIENCE | TAKS MATH

#2 INDIVIDUAL ACTIVITY

Have students complete Activity 16-6 in the Student Activity Book. Instruct students to write additional scenarios, and have them calculate calorie requirements for other older adults. Have the students share their findings.

(TEKS 3A, 3B, 3C, 3D, 3E)

TAKS WRITING | TAKS MATH

#3 CLASS DISCUSSION/VISUAL DISPLAY

Use the Food Guide Pyramid as a resource. It is also located on page 157 in the Reference Book. Lead students in a class discussion about the six food groups, the recommended servings, and serving sizes. Compare Teaching Aid 60, ***Food Guide Pyramid for Older Adults***, based on research conducted at Tufts University.

Key Questions

- How do the requirements on the Food Guide Pyramid for older adults differ from the regular Food Guide Pyramid?
- Why is it important for older adults to consume water?
- Why should the diet of an older adult be nutrient dense?

(TEKS 3A, 3B, 3C, 3D, 3E, 3H)

TA 60 Food Guide Pyramid for Older Adults

TA 61 Nutrients and You

TAKS READING | TAKS WRITING | TAKS SCIENCE | TAKS MATH

Have students find pictures from magazines, advertisements, and other media which represent food sources from each of the food groups. Provide paper bags for students to mount the pictures on. Each group will create a large Food Guide Pyramid. Upon completion of the activity, have students complete Teaching Aid 61, ***Nutrients and You***. Notes from the previous strategy can also be used.

(TEKS 3A, 3B, 3C, 3D, 3E, 3H)

TA 62a Factors That Influence Food Intake

TAKS SCIENCE

TAKS SOCIAL STUDIES

TAKS READING

#4 GROUP ACTIVITY

Divide the class into small groups. Distribute Teaching Aid 62a, ***Factors That Influence Food Intake***, to each group. Have students complete the chart as to physical, psychological, and social factors that influence food intake of older adults. Have each group share their findings. Ask students to compare their findings with the ones listed on Possible Answers.

Have students compare their charts with the factors listed on the answer key. As a larger group, lead students to brainstorm strategies that could be used to improve the food intake of older adults.

(TEKS 3D, 3E, 3H)

TAKS SCIENCE

TAKS SOCIAL STUDIES

#5 CLASS DISCUSSION

Lead students to brainstorm how technology has aided in dietary modifications for older adults. Examples could include frozen meals, microwave ovens, use of mixes to conserve energy and time, enriched and fortified foods to make food more nutritious, ready to eat foods, appliances, such as blenders, etc.

Key Questions

- How has technology affected the diets of older adults?
- How can technology help older adults eat more nutritious foods?

(TEKS 3A, 3B, 3C, 3D)

TAKS READING

TAKS SCIENCE

#6 VIDEOTAPE

Have student view the videotape, *Fundamental Human Nutrition*, to help students understand digestion and metabolism. Use the study guide that accompanies the videotape and review the major points in the Reference Book on pages 164-165.

Key Questions

- Why do some older adults experience difficulties with digestive problems?
- How does metabolism differ for older adults?
- What are the nutrients needs of older adults?

(TEKS 3A, 3B, 3C, 3D, 3E, 3H)

#7 GUEST SPEAKER

Invite a dietitian or nutritional educator to talk to the class about the importance of well-balanced meals and nutritious snacks for older adults.

#8 INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students read Teaching Aid 63, ***What Is Reliable Nutrition Information?*** Lead a class discussion on the importance of knowing where to find reliable nutrition information and how our government is responsible for seeing that nutritional information based on scientific evidence is made available to consumers.

(TEKS 3A, 3B, 3C, 3D, 3E, 3H)

TA 63 What is Reliable Nutrition Information?

TAKS READING | TAKS SCIENCE

#9 GROUP ACTIVITY

Divide the class into small groups. Have students develop a list of criteria for evaluating sources of nutrition information. Display Teaching Aid 64, ***You Be the Judge***, on the overhead projector to serve as a springboard for discussion. Criteria might include such things as credentials or source of the information.

(TEKS 3A, 3B, 3C, 3D, 3E, 3H)

TA 64 You Be the Judge

TAKS WRITING | TAKS READING

#10 TEAMWORK/WRITTEN EXERCISE

Divide the class into teams. Distribute copies of Teaching Aid 65, ***Nutrition Requirements and Needs of Older Adults – Writing Roulette***, to each team to complete. Have each team read their story to the class.

(TEKS 3A, 3B, 3C, 3D, 3E, 3H)

TA 65 Nutrition Requirements and Needs of Older Adults — Writing Roulette

TAKS WRITING | TAKS READING

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 17
Menus and Diets Appropriate for Older Adults

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

3A Identify the functions and sources of nutrients.
3B Apply principles of nutrition to meet the daily food requirements of older adults.
3C Identify common dietary deficiencies and disorders associated with older adults.
3D Determine available technology that aids in dietary modifications for older adults.
3E Analyze factors affecting diets and eating practices of older adults with special needs.
3F Summarize food preparation and service techniques that facilitate retention of nutrients.
3G Propose methods to enhance older adults' independence in meal preparation.
3H Appraise food and nutrition resources.

Chapter Vocabulary

bland diet
calorie-restricted diet
clear liquid diet
controlled-calorie diet
cycle menus
diabetic diet
exchange list
fat-restricted diet
full-liquid diet
liquid diet
menu planning
nourishment
nutrients
self-help aids
signal cord
sodium-restricted diet
soft diet
therapeutic diet

RESOURCES

Agencies and Organizations

American Dietetic Association

Texas Cooperative Extension

Tufts University

United States Department of Agriculture

Web Sites

American Dietetic Association
www.eatright.org

ElderNet
www.eldernet.com

Ch 17

#1 CLASS DISCUSSION

Distribute copies of Teaching Aid 66, ***Ten Suggestions for Menu Planning***, to each student. Lead students in a class discussion of the types of food an older adult might eat or prepare. The information on Teaching Aid 67, ***Meal Planning for Older Adults***, has some questions to consider when planning menus for older adults.

Using Teaching Aid 68, ***Sample Meals for Older Adults***, review the meals that are depicted with the students. Have students make suggestions as to foods that are appropriate for older adults.

Notes

(TEKS 3B, 3C, 3D, 3E, 3F, 3G, 3H)

TA 66 Ten Suggestions for Menu Planning

TA 67 Meal Planning for Older Adults

TA 68 Sample Meals for Older Adults

#2 INDIVIDUAL ACTIVITY

Using Teaching Aid 69, ***Menu Planning Form***, instruct students to plan a one-day menu for an older adult. Use the Food Guide Pyramid and A Pattern for Daily Food Choices shown in the Reference Book, as guidelines. Have students designate the three meals plus any snacks. To the right of each food item, write the amount that will be served. Check to make sure that the recommended servings are included. At the bottom of the page, have the students total all of the foods planned.

Compare the Food Guide Pyramid with the recommendations by Tufts on Teaching Aid 60, ***Food Guide Pyramid for Older Adults***.

Key Questions

- How is the Food Guide Pyramid for Older Adults different from the traditional Food Guide Pyramid?
- Why are these changes necessary for older adults?
- Why do some older adults have difficulty in eating the recommended servings?

(TEKS 3B, 3C, 3D, 3E, 3F, 3G, 3H)

TA 69 Menu Planning Form

TA 60 Food Guide Pyramid for Older Adults

TAKS READING TAKS WRITING

TAKS MATH

#3 GUEST SPEAKER

Invite a dietitian or nutrition educator to discuss various modified and therapeutic diets. Ask the speaker to address common dietary deficiencies and disorders associated with older adults, as well as factors affecting diets and eating practices of older adults with special needs.

As an enrichment strategy, have students complete Teaching Aid 70, ***Therapeutic Diets***. Teaching Aid 71, ***Comparison of Special Diets***, can also be used to reinforce student learning.

Key Questions

- What are some common dietary deficiencies and disorders associated with older adults?

(TEKS 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H)

TA 70 Therapeutic Diets

TA 71 Comparison of Special Diets

TAKS READING TAKS WRITING

Key Questions, Continued

- How do these deficiencies and disorders affect diets and eating practices?
- What kinds of information should the caregiver know in working with older adults who require special diets?

(TEKS 3F, 3G, 3H)

TAKS SCIENCE

#4 LABORATORY EXPERIENCE

Discuss with students various methods of food preparation. Ask students to name preparation techniques that influence retention of nutrients, such as amount of liquid added, avoid overcooking, cooking with a lid, among other nutritional tips. Discuss how cooking and storage techniques can affect the nutrition of an older person.

Key Questions

- How can cooking methods affect the nutrients in different foods?
- What types of cooking methods are more appropriate for older adults?
- Why is proper storage of food important to older adults?

(TEKS 3F, 3G, 3H)

TAKS SCIENCE

#5 CLASS DISCUSSION/VISUAL DISPLAY

Provide a variety of specialized aids that can enable individuals with restricted use of arms or hands to prepare food for themselves, and to eat and drink without assistance. These aids could include devices to open containers and prepare foods to specially adapted utensils and dishes. Examples might include:

- different types of jar openers
- two-handled cup
- hand-rest cup
- knife/fork combination
- food guard or plate guard

If the items are not available, show some catalogs that offer the aids. Students could also locate several Internet Web sites that offer specialized utensils and dishes. An example is the Assisted Living Store, Inc. (*www.assistedlivingstore.com*).

(TEKS 3F, 3G, 3H)

TAKS READING

#6 OBSERVATION

Arrange for students to visit some type of care facility for older adults during mealtime. Have students observe older adults who may need assistance in eating or individuals who may need special accommodations for eating. Also, have students observe the types of foodservice provided to the older adults.

As a variation, instruct students to observe the kinds of foods that are offered to the older adults.

#7 EDUCATIONAL TOUR

Arrange for students to visit an assisted living facility or similar place where special accommodations have been provided for older adults who may need assistance. Kitchen accommodations might include grab rails, chairs that can be increased in height, kitchen that is wheelchair accessible, stove knobs positioned in front of the stove, pullout work surfaces, lower light switches, and higher electrical outlets.

(TEKS 3F, 3G, 3H)

#8 ROLE PLAY

Have students role play situations that focus on physical limitations or disabilities which may require assistance in preparing food or in eating food. Examples might include limited use of an arm or hand when preparing or eating food or being in a wheelchair when preparing food. Lead students to discuss possible solutions to the role play situations.

Key Questions

- What solution would help the older adult be more independent?
- What assistance devices could help the older adult?
- Where could assistance devices be located?

(TEKS 3F, 3G, 3H)

TAKS READING

#9 PROJECT

Distribute Teaching Aid 72, ***Handle Padding***, to each student. Provide each student with the supplies that are listed on the TA. Have students construct the detachable type of handle pad. The handle pads could be donated to an older adult who could benefit from its use. This strategy could also be used as an FCCLA project.

(TEKS 3F, 3G, 3H)

TA 72 Handle Padding

FCCLA

#10 SIMULATION

Using Teaching Aid 73, ***Tray Service – Guidelines for Caregivers***, have students conduct a simulated activity of providing tray service to an older adult.

Key Questions

- What preparation should be made before the tray is served to the older adult?
- What is the correct procedure for presenting the tray to the older adult?
- What is the correct procedure for removing a tray after the person has finished eating?

(TEKS 3F, 3G, 3H)

TA 73 Tray Service — Guidelines for Caregivers

#11 SIMULATION

Review Teaching Aid 74, ***Suggestions for Feeding Older Adults Needing Assistance***, with the students. Have students practice the suggested procedures.

(TEKS 3F, 3G, 3H)

TA 74 Suggestions for Feeding Older Adults Needing Assistance

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 18

Types of Fitness and Exercise Programs

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1G Analyze the influences of technology on the health care and lifestyle of older adults.

1H Identify resources for addressing the various needs of older adults.

10E Implement routine procedures that promote health and wellness of older adults.

Chapter Vocabulary

- calisthenics
- cool-down
- exercise program
- neuromuscular
- physical fitness
- warm-up

RESOURCES

Videotapes

Exercise: A Video from the National Institute on Aging
nia.nih.gov/exercisevideo/

Resist-a-Band Chair Fitness Video for Senior and Rehabilitation with Resistant Exercises

Tai Chi Exercises for Seniors with Bob Klein

Web Sites

AARP
www.aarp.org

American Dietetic Association
www.eatright.org

American Heart Association
www.americanheart.org

50 Plus
www.50plus.org

Texercise
www.tdoa.state.tx.us search for Texercise or www.texercise.com

Ch 18

#1 CLASS DISCUSSION

Lead students in a class discussion about the benefits of exercise for older adults. Use Teaching Aid 75, ***Components of All Exercise Programs***, and Teaching Aid 76, ***Best Types of Exercise***, as springboards for discussion. Have students list physical activities that older adults can participate in. Teaching Aid 77, ***Physical Activities for Older Adults***, provides a list of many activities.

Key Questions
- What happens to living tissue that is not exercised?
- What are some of the benefits of exercise?
- What is considered the best and easiest exercise for older adults?
- How is posture affected by exercise?
- What are some examples of physical activities that older adults participate in?

Notes

(TEKS 1G, 1H, 10E)

TA 75 Components of All Exercise Programs

TA 76 Best Types of Exercise

TA 77 Physical Activities for Older Adults

#2 GUEST SPEAKER

Invite the recreation or activities director of a local adult care facility to share with the class the recreational program that is offered at their facility. Ask the speaker to discuss physical activities promoted, how to determine who participates in the different activities, how to get the older adult involved in the activity, and the type of training needed for the occupation.

Key Questions
- What type of older adult facility do you work?
- Who are the older adults you work with?
- What are the function abilities of the older adults?
- What are the training requirements of a recreation director or activities director?
- What kinds of training are needed to keep up-to-date?

(TEKS 1G, 1H, 10E)

TAKS WRITING TAKS SOCIAL STUDIES

#3 EDUCATIONAL TOUR/OBSERVATION

Arrange for students to tour an adult day care center and participate in the recreational program. Have students work directly with the recreational director during the laboratory portion of the class. Students could also use this strategy as an opportunity for observation.

Have FCCLA members visit once a month at an older adult care facility. FCCLA members would be responsible for developing and implementing a recreation activity. Suggestions might be Bingo, holiday parties, gardening, and balloon volleyball.

(TEKS 1G, 1H, 10E)

TAKS READING TAKS WRITING

FCCLA

(TEKS 1G, 1H, 10E)

TA 78 Exercise (Physical Activity) for Older People and Those with Disabilities

TA 79 Exercise Tips for Older Americans

TAKS READING

#4 INTERNET ACTIVITY

Have students do an Internet search of the fitness and exercise programs that are available for older adults. Some possible Web sites include:

• 50 Plus	*www.50plus.org*
• Texercise	*www.tdoa.state.tx.us or www.texercise.com*
• American Heart Association	*www.americanheart.org*

Teaching Aid 78, ***Exercise (Physical Activity) for Older People and Those with Disabilities***, and Teaching Aid 79, ***Exercise Tips for Older Americans***, can serve as guidelines in creating an exercise and fitness program.

(TEKS 1G, 1H, 10E)

TAKS READING

TAKS SOCIAL STUDIES

TAKS SCIENCE

#5 VIDEOTAPE

Provide one or two videotapes that focus on exercise and fitness for older adults. Have the students practice the exercises featured. If it is feasible, have the students use the videotape with some of the older individuals at their laboratory site or workplace. Three potential videos include:

- *Exercise: A Video from the National Institute on Aging*
- *Tai Chi Exercises for Seniors with Bob Klein*
- *Resist-a-Band Chair Fitness Video for Senior and Rehabilitation with Resistant Exercises*

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Leaders at Work; Chapter Showcase
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 19

Hobbies and Educational Activities

Chapter Focus

The following Essential Knowledge and Skills are included in this chapter:

2B Implement strategies that enhance cooperation and involvement between family members and older adults.

2C Utilize appropriate applications of technology that enhance opportunities for older adults to maintain involvement, pursue lifelong learning, and continue making contributions to society.

8E Utilize planning and group leadership techniques to meet the recreational needs of older adults.

10E Implement routine procedures that promote health and wellness of older adults.

Chapter Vocabulary

adult education
audit
domestic activities
Elderhostel programs
extension courses
family genealogy
Friends of the Library
Golden Age Clubs
Library Services and Construction Act Amendments of 1984
senior centers
weekend scholars
YMCA
YWCA

RESOURCES

Web Sites

AARP
www.aarp.org

Elderhostel
www.elderhostel.org

SeniorNet
www.seniornet.org

Ch 19 *#1 SURVEY*

Have students interview the older adults that they work with or that they know about their hobbies and special interests. Have students compile their findings into a master list. Compare with research that has been done about lifelong learning and leisure activities.

Notes

(TEKS 2B, 2C, 8A, 10E)

TAKS SCIENCE TAKS READING

#2 INTERNET ACTIVITY

Elderhostel is America's first and the world's largest educational travel organization for adults 55 and over. Have students do an Internet search about the Elderhostel program. The main Web site (*www.elderhostel.org*) provides a great deal of information and links to other elderhostel Web sites. Have students develop a flyer about elderhostels and share the information with the class.

(TEKS 2B, 2C, 8A, 10E)

TAKS READING TAKS WRITING

Key Questions

- What is Elderhostel?
- Who is Elderhostel for?
- What are the requirements for joining the Elderhostel program?
- What kinds of accommodations are provided?
- How do older adults find out about the opportunities?
- How much does it cost to participate in the program?
- Where are Elderhostel programs located?

3 GROUP ACTIVITY/WRITTEN EXERCISE

Have students investigate different types of education programs that are available to older adults in the community. Students can use the local library, newspaper, and telephone directory for potential programs. Examples might include:

- computer classes
- book clubs
- study groups
- continuing education

Have students compile the information into a booklet for future use. Students could also write an article for the school or local newspaper.

(TEKS 2B, 2C, 8A, 10E)

TAKS READING TAKS WRITING

Key Questions

- Why are educational activities important to older adults?
- What is meant by lifelong learning?

4 DEBATE

Divide the class into two groups to debate the issue of mandatory retirement. Students should research the topic and elect three persons (one for each round) from their team to present their side of the issue. Allow each team spokesperson a two-minute time period to present information identified by the group that supports and the group who is in opposition

(TEKS 2B, 2C, 8A, 10E)

TAKS READING TAKS WRITING

TAKS SCIENCE

TA 80 Guidelines for a Classroom Debate

to mandatory retirement. After the initial information is presented by the first-round spokesperson from each team, allow the second-round spokesperson to counter any opinions made by the opening team and continue in the same manner the third-round spokesperson. Conclude the debate by summarizing some of the major points that were presented by both teams. Use Teaching Aid 80, ***Guidelines for a Classroom Debate***, to provide rules for setting up a debate.

Key Questions
- What does mandatory retirement have to do with developing hobbies?
- Why wouldn't someone with forced leisure have the same attitude as someone who chose to retire?

 # 5 CLASS DISCUSSION

(TEKS 2B, 2C, 8A, 10E)

TA 81 Benefits of Hobbies

Write on the chalkboard or overhead projector the following words that describe benefits of hobbies: adventure, companionship, creativity, learning, participation, recreation, relaxation, self-expression, recognition, and solitude. Call out one word at a time and have class members name examples of different hobbies that provide the specific benefit named (for example say the word "adventure" and student can respond by naming hobbies, such as rock hunting, bird watching, and antique collecting). Write down students' suggested hobbies below each benefit.

As an enrichment strategy, distribute Teaching Aid 81, ***Benefits of Hobbies***, to each student. Have each student complete the worksheet. Ask students to share their responses.

Key Questions
- What benefit is most important?
- How can the situation change to make another benefit more important?
- What needs are met for each hobby that was mentioned?

 # 6 CHECKLIST/INDIVIDUAL ACTIVITY

(TEKS 2B, 2C, 8A, 10E)

TAKS READING TAKS WRITING

TAKS MATH

Have each student design a checklist or questionnaire to use in evaluating activities in a senior activity center. The evaluation should include types of activities provided, how often during the week each activity is offered, and how many people participate. Students should also include how each activity provides an opportunity for self-awareness, dignity, and growth.

Have each student visit a senior activity center to complete the evaluation forms. Allow each student to share evaluation results with the class including any improvements that can be made to the schedule of activities.

Chapter 20

Practices That Promote Health and Wellness

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1G Analyze the influences of technology on the health care and lifestyle of older adults.

10A Explain the causes and prevention of communicable diseases.

10C Identify possible signs of illness in older adults.

10E Implement routine procedures that promote health and wellness of older adults.

Chapter Vocabulary

bacterium
blood pressure
diastolic pressure
diphtheria
estrogen
heart rate raise
heart rate reserve
hormone
infectious disease
influenza
mammogram
maximum heart rate
menopause
monitor
objective observations
osteoporosis
pap smear
pelvic exam
preventive measures
prostate gland
pulse
respiration
resting heart rate
subjective observations
systolic pressure
target heart rate
temperature
tetanus
vital signs

RESOURCES

Agencies and Organizations

AARP

National Council on the Aging

Texas Department on Aging

Publication

Modern Maturity. AARP.

Web Sites

Centers for Disease Control and Prevention
www.cdc.gov

Mayo Clinic
www.mayoclinic.org

Texas Department of Health
www.tdh.state.tx.us

Notes

#1 CLASS DISCUSSION

Lead students to discuss the statement, "Maintaining good health is more than just preventing illness." Have students list preventive measures that contribute to good health.

Key Questions

- Why is it important to maintain good health throughout life?
- Why is it more difficult to ward off effects of disease, accidents, and other stresses as one ages?
- What four measures can older adults engage in to maintain good health?
- What is the role of the caregiver in preventive measures for the older adult?
- How do preventive measures differ for males and females?

(TEKS 1G, 10A, 10C, 10E)

#2 GUEST SPEAKER

Invite a health-care professional to speak on practices that promote health and wellness in older adults. Have students share their reflections with the class.

Key Questions

- What are some health concerns for older adults?
- What kinds of infectious diseases commonly affect older adults?
- What diseases should older adults be immunized against?
- How do the health needs differ in active older adults and older adults with differing functional levels?
- How do health and wellness concerns differ in females and males?
- How do health and wellness concerns differ in the older adult stages?
- What are some signs of illness that caregivers should be aware of?

(TEKS 1G, 10A, 10C, 10E)

TAKS WRITING

TAKS SOCIAL STUDIES

#3 INTERNET ACTIVITY

Lead students in a class discussion about diseases and illnesses that older adults often confront. Using Teaching Aid 82, ***Caution: Signs of Illness***, discuss objective and subjective observations to be aware of. Have the students conduct an Internet search of agencies and organizations that offer assistance to older adults in preventing diseases and illnesses. Some potential Web sites include:

- Texas Department of Health
  www.tdh.state.tx.us
- Mayo Clinic
  www.mayoclinic.org
- Centers for Disease Control and Prevention
  www.cdc.gov

Use Teaching Aid 83, ***Keeping Older Adults Well***, to record information. Have students share their findings with the class. Teaching Aid 84, ***Women's Health Issues***, and Teaching Aid 85, ***Men's Health Issues***, could

(TEKS 1G, 10A, 10C, 10E)

TA 82 Caution: Signs of Illness

TA 83 Keeping Older Adults Well

TA 84 Women's Health Issues

TA 85 Men's Health Issues

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TA 86 Preventing the Spread of Communicable Diseases

TAKS READING **TAKS WRITING**

TAKS SCIENCE

be used as a worksheet. Teaching Aid 86, ***Preventing the Spread of Communicable Diseases***, could be used as an information sheet.

Key Questions

- Why are older adults often susceptible to infectious diseases?
- What other family members may be susceptible to communicable diseases and illnesses?
- Why are immunizations essential to the health of older adults?
- What other immunizations serve as preventive measures to other family members?
- Where can family members receive immunizations?
- Why is it important to keep family records on immunizations?

NOTE TO THE TEACHER: It is important for teachers to remember that students enrolled in Services for Older Adults are not allowed to dispense medications or provide medical services (e,g., temperature, blood pressure). That is the role of the health-care professional. However, it is the responsibility of the student enrolled in Services for Older Adults to be aware of the correct procedures that need to be followed in providing such duties.

(TEKS 1G, 10A, 10C, 10E)

TA 87 Do's and Don'ts for Medications

TAKS SOCIAL STUDIES **TAKS SCIENCE**

#4 VISUAL DISPLAY

Distribute Teaching Aid 87, ***Do's and Don'ts for Medications***, to each student. Review the lists with the students and emphasize the importance of using medications, especially prescriptions wisely. Have students develop some type of visual display (e.g., poster, collage, flyer) that features any or all of the guidelines listed on Teaching Aid 87. Instruct students to share their work. Display the visuals in prominent locations for others to view.

(TEKS 1G, 10A, 10C, 10E)

TAKS WRITING

#5 ROLE PLAY/TEAMWORK

Divide the class into teams. Have each team plan and role play a situation that requires one or more of the characters in need of professional medical services. Examples of situations might include:

- an older woman with watery eyes and sore muscles
- an older woman who recently moved to a new town in need of a physical checkup
- an older man with loss of appetite and sleeplessness
- an older man with swollen hands and feet

Have each team role play the situation and then discuss the criteria for choosing the professional medical service(s).

#6 LABORATORY EXPERIENCE/SIMULATION

At the laboratory site or in the classroom, have a health-care professional (e.g., nurse), demonstrate to students the correct way to take vital signs (e.g., temperature, pulse, respiration, and blood pressure). Have students practice taking each others' vital signs. Emphasize to students that although technological advancements have been made in equipment to perform these tasks, it is important to know how to use traditional pieces of equipment (e.g., standard thermometer).

The following teaching aids can be used as guidelines for this strategy:
Teaching Aid 88, ***When to Take Someone's Temperature***
Teaching Aid 89, ***Reading a Standard Thermometer***
Teaching Aid 90, ***Temperature Facts***
Teaching Aid 91, ***Steps for Taking Someone Else's Pulse***
Teaching Aid 92, ***How to Monitor Respiratory Rates***

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology; Leaders at Work
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

(TEKS 1G, 10A, 10C, 10E)

TA 88 When to Take Someone's Temperature

TA 89 Reading a Standard Thermometer

TA 90 Temperature Facts

TA 91 Steps for Taking Someone Else's Pulse

TA 92 How to Monitor Respiratory Rates

TAKS SCIENCE

FCCLA

Chapter 21

Components of a Sanitary Environment

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1G Analyze the influences of technology on the health care and lifestyle of older adults.
1H Identify resources for addressing the various needs of older adults.
10A Explain the causes and prevention of communicable diseases.
11A Analyze the importance of a safe and sanitary environment.
11B Practice sanitation procedures.
11C Utilize personal sanitation measures to prevent the spread of infection and disease.
11D Point out hazardous elements in an older person's home or care facility.

Chapter Vocabulary

- AIDS disease
- chemical sanitizing
- clinical ecology
- disinfection
- heat sanitizing
- human immunodeficiency virus (HIV)
- immune system
- medical asepsis
- microbiology
- pesticides
- sanitation
- sterilization
- TB disease
- TB infection
- ventilation

RESOURCES

Agencies and Organizations

AARP

Centers for Disease Control and Prevention

Proctor and Gamble

Soap and Detergent Association

Texas Department of Health

Ch 21 #1 CLASS DISCUSSION/BRAINSTORMING

Define the term *personal hygiene*. Write the definitions on the chalkboard or overhead projector. Have students complete Teaching Aid 93, ***Personal Hygiene Profile***, as a worksheet. Have student volunteers share their findings.

Lead a class discussion on various personal hygiene products (e.g., deodorant, bar soap, toothpaste, disinfectant wipes) available to both female and male consumers that may be helpful in caring for some of the personal hygiene categories identified on TA 93.

Lead students to brainstorm personal hygiene procedures that contribute to disease prevention (physical health) as well as mental, social, and emotional health.

Notes

(TEKS 11A, 11B, 11C, 11D)

TA 93 Personal Hygiene Profile

TAKS SCIENCE

Key Questions

- What factors need to be considered in determining personal hygiene?
- What are some personal hygiene procedures that contribute to disease prevention?
- Why should personal hygiene be an important part of daily living?
- How can personal hygiene affect mental, social, and emotional health?

#2 PROJECT/TEAMWORK

There is more to home sanitation than meets the eye. What may appear to be a sparkling countertop or a clean floor may actually be home to millions of germs and bacteria. Experts call the transfer of potentially harmful bacteria from one person or site (such as sink or counter top) to other sites (such as wet cloths and human hands) as the chain of cross contamination. Breaking this chain is a critical step in practicing effective home sanitation.

(TEKS 11A, 11B, 11C, 11D)

TA 94 War on Bacteria!!

TAKS SCIENCE

TAKS SOCIAL STUDIES

TAKS WRITING

TAKS READING

Some of the more common bacteria are featured on Teaching Aid 94, ***War on Bacteria!!*** According to Proctor and Gamble, it is important to note that many people, especially healthy adults, do not become automatically sick when they are exposed to harmful bacteria. However, certain steps should be taken to break the chain of cross contamination.

Precautions should be taken where there are young children, adults 65 years of age and older, and people whose immune systems may be weakened. It is estimated that approximately one out of every four people in the United States are generally more susceptible to infections than others.

Divide the class into teams. Assign each team one of the following home sanitation topics:

- Kitchen Sanitation
- Food Poisoning
- Bathroom Sanitation
- Laundry
- Pest Control
- Other topics

Have each team gather information about the assigned topic. Ask students to prepare a visual display (e.g., poster, collage, mobile) to "tell the story" about the importance of that topic to home sanitation to prevent diseases. Display the projects in the classroom or appropriate place.

(TEKS 1G, 1H, 10A, 11A, 11B, 11C, 11D)

TAKS WRITING TAKS SCIENCE

#3 GUEST SPEAKER

Invite a health inspector from the Texas Department of Health or other health-care professional to review sanitation practices. After the presentation, have the students list at least five facts that they learned from the guest speaker. Compile a class list to post in the classroom.

(TEKS 1G, 1H, 10A, 11A, 11B, 11C, 11D)

TA 95 Sanitary Method of Handwashing

TAKS SCIENCE

#4 LABORATORY EXPERIENCE

Discuss with students the importance of home sanitation. Using the Glo Germ Kit or similar products, have students conduct an experiment with the correct procedures for disease prevention. Experiments with other popular products, such as disinfectant wipes, cleansers, and germ-killing sprays, could be conducted to compare products, costs, and product claims. Emphasize to students the importance of handwashing. Teaching Aid 95, ***Sanitary Method of Handwashing***, provides the steps to follow.

(TEKS 1G, 1H, 10A, 11A, 11B, 11C, 11D)

TAKS READING TAKS WRITING TAKS SCIENCE TAKS SOCIAL STUDIES

#5 RESEARCH/ORAL PRESENTATION

Divide the class into two groups. Assign one group to gather information on tuberculosis and the other group to focus on AIDS. Have students gather information from the Internet, library, and classroom resources, on the prevention of tuberculosis and AIDS in working with older adults. The Reference Book (pages 218-219) provides some sanitary guidelines to follow. Ask students to share their findings in some type of oral presentation (e.g., PowerPoint, slides).

Key Questions

- Why is it necessary for caregivers of older adults to be knowledgeable about sanitation practices?
- How do the guidelines differ for AIDS and tuberculosis?
- How are the diseases transmitted?

(TEKS 11A, 11B, 11C, 11D)

#6 LABORATORY EXPERIENCE

Have students conduct a laboratory experiment about the growth of bacteria and germs on improperly cleaned equipment. Arrange small bowls or glasses containing food or beverage residue on a counter. Label each container clearly and cover tightly. Fruit juice, sweetened tea, coffee, small piece of bread, and condiments may be used. Have students check the containers regularly and note when bacterial growth can be seen. A microscope and slides may be used to expand the experiment by showing the presence of bacteria before it can be seen without magnification. Have each student keep a daily log of written observations of each container. Ask student volunteers to share their observation notes with the class and allow class members to comment.

TAKS SCIENCE TAKS WRITING

Key Questions

- How long did it take for the growth of bacteria to be readily visible?
- What signs of bacteria growth were evident?
- Why is it important to follow sanitation procedures?
- What results can occur if improper sanitation procedures are not followed?

#7 INDIVIDUAL ACTIVITY

Display Teaching Aid 96, ***Removing Linens From an Isolation Room***. Lead a class discussion about the importance of each guideline in preventing the spread of infection. Ask each student to design a visual display illustrating and listing the five guidelines shown on the Teaching Aid. Place the visual displays in the classroom.

(TEKS 1G, 1H, 10A, 11A, 11B, 11C, 11D)

TA 96 Removing Linens From an Isolation Room

TAKS SOCIAL STUDIES TAKS SCIENCE

Key Questions

- When should the caregiver wash their hands?
- Why should caregivers walk around the bed rather than lean over to loosen linens?
- Why should caregivers hold pillows away from their bodies when changing the case?

#8 GUEST SPEAKER

Invite a foodservice supervisor from an institutional foodservice facility to speak to the class about proper guidelines for sanitizing dishes, glasses, flatware, and other cooking utensils. Guide students in preparing questions prior to the arrival of the speaker.

(TEKS 1G, 1H, 10A, 11A, 11B, 11C, 11D)

TAKS WRITING TAKS SCIENCE

Key Questions

- What water temperature is necessary to properly wash and sanitize dishes?
- How often are dishwashers inspected for proper water temperatures?
- How is flatware prepared for running through the dishwasher?
- How are glasses prepared? pots and pans?
- Why does the health department recommend air drying?
- Why does the health department recommend the use of a three-compartment sink?
- What are the differences between sanitizing dishes in foodservice institutions and sanitizing dishes in a private home?

(TEKS 1G, 1H, 10A, 11A, 11B, 11C, 11D)

TA 97 How to Handle Clean Dishes

TAKS SCIENCE

#9 VISUAL DISPLAY/DEMONSTRATION

Bring to class samples of flatware, glassware, cups, plates, and bowls. Have students view Teaching Aid 97, ***How to Handle Clean Dishes***. Lead a class discussion about the illustrated procedures. Allow students to practice handling the items in a sanitary manner.

Key Questions

- Why should dishes, flatware, glasses, and utensils be handled correctly?
- Whose safety is involved?
- How can the caregiver's safety be involved?

(TEKS 11A, 11B, 11C, 11D)

TAKS WRITING TAKS READING

TAKS SCIENCE

#10 RESEARCH

Have students define the term *mildew*, to determine the scientific classification, and then to investigate properties of mildew and fungi in general. Ask students to research guidelines for proper storage of linens to prevent damage from mildew. Have students share their findings with the class.

Key Questions

- How should linen storage be designed?
- Why is it important to allow for proper air circulation? to avoid any dampness? to rotate linens regularly?
- In what environments do mildews and fungi thrive?
- If a linen item shows signs of mildew, how should it be treated?
- What harm is caused by mildew of linen items?

(TEKS 11A, 11B, 11C, 11D)

TAKS SCIENCE TAKS READING

#11 LABORATORY EXPERIENCE

Collaborate with a science teacher to allow students to participate in a demonstration of sanitization. Have students view under a microscope a sample of water containing microorganisms. Ask one student to prepare another slide with a sample of the same water and apply a portion of chemical disinfectant. Have students observe through the microscope the results of the disinfectant. Students might experiment with various disinfectants or dilution strengths to compare effectiveness in eliminating microorganisms. Point out that the purpose of sanitization is to eliminate agents which may cause disease.

(TEKS 11A, 11B, 11C, 11D)

TA 98 Infectious Possibilities

TAKS SCIENCE

#12 GROUP ACTIVITY/SKITS

Display Teaching Aid 98, ***Infectious Possibilities***. Note that disease can be spread in several ways: from contaminated objects or equipment to an older adult or worker, from older adult to older adult, from older adult to worker, or from worker to older adult. It is therefore essential that personal sanitation measures be followed at all times – not just times of direct contact with the person who is being cared for. Divide the class into small groups to develop and present skits depicting situations in which disease can be transferred; have each group present one "don't" (in which proper sanitation measures are not taken and one "do" (in which proper sanitation measures prevent transmission of disease). Encourage students to create skits representing a variety of situations, from direct contact to housekeeping duties to activities during breaks or mealtimes. Close the activity by summarizing key sanitation concepts covered in the skits.

#13 SURVEY/RESEARCH

Divide the class into groups to research the use of disposable items as a sanitation measure in facilities which care for older adults. Ask a few class members to contact such places as long-term care facilities, home care providers, health equipment suppliers, and hospitals to identify disposable items which may be used. Divide identified items among groups to research advantages and disadvantages of using the various disposable products in lieu of continually sanitizing reusable items. Have students include cost of disposable items versus cost of equipment and labor required to sanitize reusable items. As each group shares its comparisons, lead the class in evaluating the information presented.

(TEKS 1G, 11A, 11B, 11C, 11D)

TAKS WRITING

TAKS READING

TAKS SCIENCE

TAKS MATH

Key Questions

- How does use of disposable products make it easier to maintain a sanitary environment?
- What challenges do disposable items create?
- Which requires the most storage space – a week's supply of disposable or reusable items?
- What precautions must be taken in proper disposal of disposable items?
- How does cost of disposable items compare to cost of sanitized reusable items?
- What factors will impact decisions regarding what disposable items to use?

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 22

Safety Practices for the Home and the Community

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1G Analyze the influences of technology on the health care and lifestyle of older adults.

1H Identify resources for addressing the various needs of older adults.

10B Identify community resources for assistance in emergencies.

11A Analyze the importance of a safe and sanitary environment.

11D Point out hazardous elements in an older person's home or care facility.

Chapter Vocabulary

abrasions
accident
American Association of Poison Control Centers
antidote
burns
Cardiopulmonary Resuscitation (CPR)
choking
Consumer Product Safety Commission
emergency medical system (EMS)
escape route
fainting
first degree burn
fuse
Heimlich Maneuver
incisions
lacerations
LIFE
punctures
second degree burn
shock
smoke detector
Texas State Poison Center
third degree burn
U.S. Fire Administration
wound

RESOURCES

Agencies and Organizations

Agency for Healthcare Research and Quality

American Red Cross

National Fire Protection Association

Texas Cooperative Extension - Family and Consumer Sciences

Texas Department of Public Safety

U.S. Fire Administration

Publication

Staying Healthy at 50 Plus, available from the Agency for Healthcare Research and Quality online at *www.ahrq.gov/ppip/50plus/index.html#toc*

Web Sites

AARP
www.aarp.org

ElderNet
www.eldernet.com

Ch 22

#1 GROUP ACTIVITY

Divide the class into pairs or triads. Assign each group one of the different topics of safety rules, pages 226-228, in the Reference Book. Have each group make a poster or some type of visual about guidelines for safety. The poster needs to appeal to caregivers of older adults. Display the posters in the classroom or appropriate places in the community.

Notes

(TEKS 1H, 11A, 11D)

TAKS SCIENCE
TAKS SOCIAL STUDIES

#2 INDIVIDUAL ACTIVITY

Have students complete a T-chart listing medical emergencies and nonmedical emergencies. Ask students to share their responses with the class. As a class, compile the findings into a master list. Post the list in a prominent place in the classroom.

(TEKS 1H, 11A, 11D)

TAKS SOCIAL STUDIES
TAKS WRITING

#3 CLASS DISCUSSION/PROJECT

Lead a class discussion on ways in which caregivers can promote the safety of older adults. Have students use textbooks, American Red Cross manuals, and the Internet to gather information about promoting the safety of older adults and handling emergency situations. Divide the class into small groups. Have each group make a poster or some type of visual about guidelines for safety and for handling emergencies. The poster needs to appeal to caregivers of older adults. The posters could contain information about first aid, such as animal and insect bites, bleeding, bumps and bruises, burns, choking, convulsions, fainting, poisoning, and shock.

As an FCCLA project, the students could display the posters in various places in the community. Students could also host a workshop on first aid and Cardiopulmonary Resuscitation (CPR).

(TEKS 1G, 1H, 10B, 11A, 11D)

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES
TAKS SCIENCE

FCCLA

Key Questions

- What types of accidents do older adults normally have?
- How can accidents be prevented?
- Why should caregivers be concerned with the problem of safety?
- What are some common questions caregivers ask when discussing the safety of older adults?
- Why is it important to report and record accidents and illnesses?
- What sources of assistance are available in the community to educate individuals about safety?

#4 GROUP ACTIVITY/PROJECT

Have students complete CPR and first aid certifications with the American Red Cross or other agencies. Have students practice the steps in CPR and first aid for various situations (e.g., shock, severe burn, cut).

(TEKS 1H, 11A, 11D)

TAKS SCIENCE

(TEKS 1H, 11A, 11D)

TA 99a-b Fire Safety Lasts a Lifetime

TA 100 Fire Safety Tips for Older Americans

TAKS SCIENCE

TAKS SOCIAL STUDIES

TAKS WRITING

#5 GUEST SPEAKER

Invite a fire department representative to speak to the class on fire prevention, smoke alarms, and fire extinguishing. Ask the speaker to explain why different types of fire extinguishers are used on different types of fires. Have students ask questions and develop a chart showing the most common types of fires, methods for extinguishing each, and practices that promote the safety of older adults. Have the firefighter demonstrate the correct use of fire extinguishers and allow students to simulate using a fire extinguisher.

Key Questions

- What different types of fires may occur?
- What actions can be taken at home and care facilities to prevent injuries from burns, shock, and fire?
- What actions need to be taken to make care facilities as safe as possible for older adults and staff members?
- How are smoke alarms used effectively?
- What is a fire extinguisher?
- Why are different types of fire extinguishers required for different kinds of fires?
- What consequences might result from the wrong type of fire extinguisher?
- What safety procedures should be followed when extinguishing a fire?
- How do knowledge of science concepts relate to safety?

Teaching Aids 90a-b, ***Fire Safety Lasts a Lifetime***, and Teaching Aid 100, ***Fire Safety Tips for Older Americans***, provide excellent information for educating caregivers and older adults.

(TEKS 1H, 11A, 11D)

#6 VISUAL DISPLAY

Assemble items recommended for a first aid kit (page 232 of the Reference Book). Have students put the first aid kit together. Lead students to discuss the purpose and proper use of each item.

Key Questions

- What is the purpose of a first aid kit?
- Which items do you know how to use?
- Which items do you not know how to use?
- Why should a care facility not place things in the kit that staff may not know how to use?
- Where should the first aid kit be kept?
- Who should be responsible for making sure that the first aid kit is kept up-to-date?
- What was the total cost of the first aid kit?
- How did the cost compare with one already assembled at the time of purchase?

As an FCCLA Community Service project, have members make and distribute first aid kits and smoke alarms to older adults. Contact the local Meals on Wheels, Combined Community Action Group, or federally funded day care to find the older adults most in need.

FCCLA

#7 INDIVIDUAL ACTIVITY

Have students locate a magazine or newspaper article about older adults who experience safety problems (e.g., falls, burns). Ask students to share their articles with the class.

(TEKS 1G, 1H, 10B, 11A, 11D)

TAKS READING

Key Questions

- What kinds of problems did the older adults experience?
- What measures could have been taken to prevent the problems?
- What sources of assistance were available (if any) to the older adults?

#8 INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Have students prepare and conduct a safety check tour in the home of an older adult. Have students share the results of the tour with the older adult and the adult's family if appropriate. Ask students to share their findings with the class.

(TEKS 1G, 1H, 11A, 11D)

TAKS SOCIAL STUDIES TAKS SCIENCE

#9 EDUCATIONAL TOUR

Have students tour an older adult care facility with the facility manager. Have the manager point out the safety features that are in the facility. These features would include private rooms and public areas. Have the manager discuss the procedures for dealing with accidents.

(TEKS 1G, 1H, 11A, 11D)

TAKS SOCIAL STUDIES TAKS SCIENCE

Key Questions

- What is the procedure for reporting accidents?
- How are safety features maintained?
- What kinds of special training are required to operate some of the safety features?
- What kinds of features are specifically designed for older adults?

#10 CLASS DISCUSSION/WRITTEN EXERCISE

Lead a class discussion on how the caregiver can meet home emergency needs of older adults. Review with students the five first aid principles listed in the Reference Book.

(TEKS 1G, 1H, 10B, 11A, 11D)

TAKS WRITING TAKS SCIENCE TAKS SOCIAL STUDIES

Key Questions

- What are the five principles of first aid that a caregiver should follow?
- Why should an older person not be moved by the caregiver?
- How do the first aid principles differ in the home from those in a care facility?
- What community resources are available for assistance in case of an emergency?

Have students write a scenario about an older adult that may require first aid. Ask students to share their situation with the class.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Leaders at Work
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 23

Elder Abuse and Neglect

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1C Identify laws, trends, and issues affecting older adults.
1H Identify resources for addressing the various needs of older adults.
10D Describe types of elder abuse, neglect, and prevention.

Chapter Vocabulary

- active neglect
- elder abuse
- elder neglect
- exploitation
- financial abuse
- passive neglect
- physical abuse
- psychological abuse
- neglect
- self-neglect
- sexual abuse

RESOURCES

Agencies and Organizations

AARP

National Council on the Aging

Texas Department on Aging

Publications

Adult Abuse Prevention Kit, Texas Department of Protective and Regulatory Services (annually)

Videotape

When Help Was There: Four Stories of Elder Abuse, available for rental or purchase from Terra Nova Films.

Ch 23 #1 CLASS DISCUSSION

Obtain a copy of the current Adult Abuse Prevention Kits available from the Texas Department of Protective and Regulatory Services. A new kit is developed annually. The information can also be downloaded from the Web site (*www.tdprs.state.tx.us* or *www.notforgotten.org*). The kit can also provide assistance in teaching Chapters 24, 25, and 26.

Discuss with students the most common kinds of abuse. Share with the students some of the facts and figures about adult abuse and neglect.

Key Questions
- Why are the statistics for elder abuse and neglect so high?
- Why do so many abuse cases go unreported?
- How would you define physical abuse? psychological abuse? sexual abuse? financial abuse? self-neglect?

Notes

(TEKS 1C, 1H, 10D)

TAKS SOCIAL STUDIES

#2 INDIVIDUAL ACTIVITY/ORAL PRESENTATION

Have each student locate a recent newspaper or magazine article describing examples of abuse or neglect of older adults. Ask students to present an oral report describing the specific situation of abuse and neglect. The report should include possible cause of the abuse or neglect, consequences/results of the abuse or neglect, and how the situation might have been prevented.

Key Questions
- Where does elder abuse and neglect usually happen?
- Why is elderly abuse or neglect often not reported?
- How can society or individuals change this trend?

(TEKS 1C, 1H, 10D)

TAKS SOCIAL STUDIES

TAKS READING

TAKS WRITING

#3 GUEST SPEAKER

Invite a social worker to speak to the class on the topic of abuse and neglect of older adults. Have students serve as listening teams. See the Creative Ideas section for more information about listening teams.

Key Questions
- How can a person recognize the signs of abuse or neglect?
- What is the role of the caregiver for the abused older adult?
- How should abuse or neglect be reported?
- Why is elder abuse often not reported?
- What are the caregiver's legal and moral obligations for reporting suspected abuse of older adults?

Have students share their responses.

(TEKS 1C, 1H, 10D)

TAKS SOCIAL STUDIES

TAKS WRITING

(TEKS 1C, 1H, 10D)

TA 101 Situations in Which Elder Abuse or Neglect Might Occur

TAKS WRITING
TAKS READING
TAKS SOCIAL STUDIES

#4 WRITTEN EXERCISE/TEAMWORK

Distribute Teaching Aid 101, ***Situations in Which Elder Abuse or Neglect Might Occur***, to each student. Have each student work with a partner. Have each pair select one of the five problems (except number 1) that promote abuse or neglect found on the Teaching Aid and write a fictitious account that stems from the selected problem. Have one student write from the point of view of the caregiver and the other student write from the view of the older adult. Allow student volunteers to read their papers to the class. Lead a class discussion after each presentation to suggest possible solutions to the situation presented.

Key Questions

- What can concerned persons do to intervene in a suspected situation of elderly abuse or neglect?
- Who should be approached first? second?
- Why would intervention be handled differently according to each situation?

(TEKS 1C, 1H, 10D)

TAKS SOCIAL STUDIES
TAKS READING

#5 VIDEOTAPE

Have students view a videotape, such as *When Help was There: Four Stories of Elder Abuse*, or a similar video about older adult abuse. Lead students to discuss the key ideas featured.

Key Questions

- What types of abuse or neglect were featured in the videotape?
- How can a person recognize the signs of abuse or neglect?
- What is the role of the caregiver for the abused older adult?
- How should abuse or neglect be reported?
- Why is elder abuse often not reported?
- What are the caregiver's legal and moral obligations for reporting suspected abuse of older adults?

FCCLA

FCCLA ACTIVITIES

- STAR Event: Illustrated Talk
- Families First
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 24

Facts About Older Adults as Consumers

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1C Identify laws, trends, and issues affecting older adults.
1E Predict how changing demographics impact older adults and society as a whole.
1G Analyze the influences of technology on the health care and lifestyle of older adults.
1H Identify resources for addressing the various needs of older adults.
15B Describe the rights and responsibilities of older adults as clients.
15D Point out strategies for advocating for the rights of older adults.
15E Analyze fraudulent and deceptive practices that victimize older adults.

Chapter Vocabulary

Cholesterol Free
Consumer Bill of Rights
DHHS
E-Commerce
expiration date
Extra-lean
Fat Free
FDA
freshness date
FSIS
Good Source of
Lean
High
Light
Low Fat
more/added/enriched
Nutrition Facts
nutritional labels
open dating
packing date
percent daily value
pull date
raincheck
Reduced/Less Fat
unit pricing
Universal Product Code
USDA

RESOURCES

Agencies and Organizations

AARP

National Association of Professional Geriatric Care Managers

National Council on the Aging

Texas Cooperative Extension

Texas Department on Aging

Publications

Consumer Watch, published by the Attorney General of Texas Office

How to Spot Health Fraud, (#1309), published by the Food and Drug Administration

Web Sites

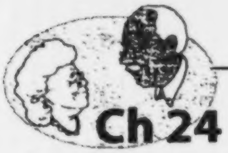
ElderWeb
www.elderweb.com

Federal Trade Commission
www.ftc.gov

Food and Drug Administration
www.fda.gov

Office of the Attorney General, State of Texas
www.oag.state.tx.us

Texas Legal Services Center
www.tlsc.org



Notes

#1 BRAINSTORMING/CLASS DISCUSSION

Lead students to brainstorm ways to identify factors which influence consumer buying. The factors might include personal priorities, physical limitations, needs, wants, age bracket, climate, natural resources, advertising, spending plans, use of cash or credit, special sales and bargains, impulse buying, influence of friends, and household size. Lead a class discussion on students' responses.

Key Questions

- How may these factors prevent consumers from making wise choices?
- How may these factors help consumers to make wise choices?
- What should be the relationship between budgeting and buying?
- How does an increasingly fast growing and complex marketplace affect older consumers?

(TEKS 1C, 1G, 1H, 15B, 15D, 15E)

TAKS SCIENCE

#2 GROUP ACTIVITY

Divide the class into small groups. Have each group discuss guidelines for purchasing clothing for older consumers.

Key Questions

- How is purchasing clothing for older adults different from purchasing clothing for teens?
- Which group is more skilled at shopping for clothing?
- Which group might have more difficulty in buying clothing?

(TEKS 1C, 1G, 1H, 15B, 15D, 15E)

#3 PROJECT

Have each student select a basic item of clothing, such as a sweater, long-sleeve flannel shirt, casual pants or slacks, or other everyday item of clothing. Distribute Teaching Aid 102, ***Comparative Shopping***, as a worksheet. Ask students to look for the selected item at three different types of marketplaces (e.g., Internet, catalog, discount store). In addition to the cost, one needs to consider convenience, shipping, and availability. Have students share their findings with the class.

Key Questions

- Which of the marketplaces were the best for the item that you had selected?
- Which of the marketplaces had the best buy? Why?
- Which of the marketplaces was the most convenient?
- Which of the marketplaces was not a good place to make purchases? Why?

(TEKS 1C, 1G, 1H, 15B, 15D, 15E)

TA 102 Comparative Shopping

TAKS WRITING

TAKS READING

TAKS MATH

(TEKS 1C, 1G, 1H, 15B, 15D, 15E)

TAKS SCIENCE

#4 INTERVIEW

Have each student interview two older adults who regularly shop for food. Upon completion of the interviews, have each student share their findings. Ask students to compile the information into a master list.

Sample Interview Questions

- What are your favorite shopping tips?
- What difficulties have you encountered in shopping for food?
- What experiences caused you to develop the shopping tips you now use?
- What are some food items that you purchase the most often?
- What are some nonfood items that you often purchase?
- What kinds of products would you buy from one place but not from another?
- When is it wise to buy in small amounts? large amounts?

(TEKS 1C, 1G)

TAKS READING TAKS SCIENCE

TAKS SOCIAL STUDIES

#5 VISUAL DISPLAY

Provide a variety of food items that represent nutrient claims for standards of nutrients, such as fat free, low fat, light (lite), cholesterol free, reduced fat, lean, and enriched. Other standard definitions can be found on page 249 in the Reference Book. Lead students to identify these terms on the nutritional labels and items displayed. Ask students to share their findings.

Key Questions

- How is food labeling regulated?
- What are nutrient claims and how are they defined?
- What is the purpose of the information found on nutrient facts labels?
- Why is it important to consider this information when making food purchases?
- Why would it be important for the older consumer?

(TEKS 1C, 1E, 1G)

TAKS READING

#6 EDUCATIONAL TOUR/LABORATORY OBSERVATION

As a follow-up to Strategy 4, arrange for students to visit a supermarket to observe older consumers shopping for food items. Students could observe:

- food items that are selected
- sizes and quantities of food items
- brand names versus store brands that are selected

Upon completion of the strategy, have students share their observations with the class. As a variation, students could shop for items discussed previously in Strategy 5.

#7 VISUAL DISPLAY

(TEKS 1C, 1H, 15B, 15D, 15E)

TAKS READING TAKS MATH

Provide catalogs that offer a wide variety of merchandise that older consumers might use. Divide the class into small groups. Have the students identify the following:

- order form
- statement of consumer rights
- how to return merchandise
- shipping and handling costs

Ask each group to list advantages and disadvantages of mail-order shopping, and have elected group leaders share their information with the class.

Key Questions

- How accurate (e.g., color, visible quality, attractiveness) are the items pictured in the catalogs?
- How can customers check for quality before purchasing mail-order merchandise?
- What can customers do if they are not satisfied with the quality of the merchandise ordered?
- What can consumers do to protect themselves from mail-order mishaps?

#8 PROJECT

(TEKS 1C, 1H, 15B, 15D, 15E)

TAKS READING TAKS WRITING

Distribute index cards to each student. Have students write ways in which caregivers can assist older adults with their personal affairs. Examples can include paying the bills, ordering merchandise by telephone or Internet, obtaining repair estimates, and buying groceries. Allow each student to draw an index card and develop a paper or visual display depicting a caregiver assisting an older adult with that task. Have each student explain their visual and display the items in the classroom.

#9 GUEST SPEAKER/LISTENING TEAMS

(TEKS 1C, 1H, 15B, 15D, 15E)

TAKS READING TAKS WRITING

TAKS SOCIAL STUDIES

Invite a bank representative to talk to the class about banking services available for older adults. Have students serve as listening teams. Refer to the Creative Ideas section for more information on listening teams. Have the teams share their responses.

Key Questions

- What kinds of services are specifically planned for older adults?
- What incentives are offered for older adults to open an account?
- What are the benefits to an older person of having an account accessible to families and/or caregivers?
- What would a customer have to do to change a joint account back to a one-person account?

#10 LABORATORY EXPERIENCE

(TEKS 1C, 1H, 15B, 15D, 15E)

TAKS READING
TAKS WRITING
TAKS SCIENCE

Invite a home maintenance specialist to demonstrate simple household repairs which a caregiver might perform for older adults, such as replacing a washer in a leaking faucet, replacing a frayed plug on a lamp, or patching up a hole in the wall.

Key Questions

- When should caregivers seek professional help for household repairs?
- What warning signs are evident that call for professional assistance?
- How can being able to demonstrate these tasks help the older adult as a consumer? help the caregiver?

If possible, have students do a simple household repair job. If this is not possible, have students write step-by-step instructions on how to do a specific simple repair. Step-by-step information could be obtained in reference books in the library, Internet, a home improvement store, a hardware store, or a person they know who is familiar with simple household repairs. Display instructions in the classroom. The papers could also be filed for future use.

FCCLA ACTIVITIES

- Financial Fitness
- Families First
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 25

Frauds, Gyps, and Deceptions

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1C Identify laws, trends, and issues affecting older adults.
15D Point out strategies for advocating for the rights of older adults.
15E Analyze fraudulent and deceptive practices that victimize older adults.

Chapter Vocabulary

bait
"bank examiner" scheme
Better Business Bureau
bunco artist
burial schemes
deceptions
fraud
health quacks
"pigeon drop" scheme
pressure sell
switch

RESOURCES

Agencies and Organizations

AARP

Federal Trade Commission

National Association of Professional Geriatric Care Managers

National Council on the Aging

Texas Cooperative Extension

Texas Department on Aging

U.S. Office for Victims of Crime

Publications

Golden Gazette

Modern Maturity. AARP.

Web Sites

Better Business Bureau
www.bbb.org

ElderWeb
www.elderweb.com

National Fraud Information Center
www.fraud.org

National Sheriffs' Association
www.sheriffs.org/defaults/defaults_s_triad.htm

Office of the Attorney General, State of Texas
www.oag.state.tx.us

Texas Legal Services Center
www.tlsc.org

#1 CLASS DISCUSSION

Use Teaching Aids 103a-b, ***Con Artists and the Games They Play***, as a springboard for discussing the types of fraud that can happen to consumers, especially older adults.

Key Questions

- Which of the types of fraud were you the most familiar with?
- How can older adults be prevented from becoming victims of fraud?

Notes

(TEKS 1C, 15D, 15E)

TA 103a-b Con Artists and the Games They Play

#2 INDIVIDUAL ACTIVITY

Have students locate an article in a newspaper or magazine (e.g., *Golden Gazette, Modern Maturity*) that focuses on some type of fraud that were experienced by older adults. Have students share their articles with the class.

Key Questions

- What impact did the fraud have on the older adults? their families?
- How were the older adults able to overcome their situations?
- How common are the types of fraud in the community?
- What agencies or organizations (if any) intervened in behalf of the older adults?

(TEKS 1C, 15D, 15E)

TAKS READING

#3 INTERNET ACTIVITY

Through conferences, publications, videos, and presentations to groups around the state, the Office of the Attorney General educates Texas seniors about personal security, elder abuse, consumer fraud, and crime victims' compensation.

The Office of the Attorney General participates in one of the nation's most promising community policing movements for preventing crime against senior citizens: a program known as TRIAD. On the national level, TRIAD is a cooperative effort of the National Sheriffs' Association, the International Association of Chiefs of Police, and the American Association for Retired Persons (AARP). On the local level, TRIAD unites seniors with police and sheriff departments.

Each local TRIAD is guided by a volunteer council called SALT (Seniors and Law Enforcement Together). The SALT Council decides what services or programs the TRIAD will offer, recruits volunteers, and oversees the results. The TRIAD program is flexible, adaptable, low-cost and simple—but very effective.

Have students do an Internet search on TRIAD and the services that the program provides. Web sites may include the Office of the Attorney General, State of Texas (*www.oag.state.tx.us*) or the National Sheriffs' Association (*www.sheriffs.org/defaults/defaults_s_triad.htm*). Ask students to write a one-page summary about the purposes of TRIAD.

(TEKS 1C, 15D, 15E)

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

(TEKS 1C, 15D, 15E)

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES

#4 INDIVIDUAL ACTIVITY

If a consumer has a complaint, they can call the Attorney General's Consumer Protection Hotline at (800) 621-0508. An individual can also download the consumer complaint form from the main consumer page on Office of the Attorney General's Web site (*www.oag.state.tx.us*). Have students download a copy of the form to examine and discuss with the class.

Two other resources are the National Fraud Information Center (*www.fraud.org)* and the Better Business Bureau (*www.bbb.org*).

(TEKS 1C, 15D, 15E)

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES

#5 INDIVIDUAL ACTIVITY

Ask each student to clip out and bring to class one advertisement from printed material (e.g., magazines, newspapers, Internet) that promise cures for problems, such as arthritis, obesity, baldness, and other health concerns. Have each student present their advertisement to the class and explain what the promotion is about.

(TEKS 1C, 15D, 15E)

TA 104 ABCs of Fraud

TAKS WRITING

#6 ROLE PLAY

Distribute Teaching Aid 104, ***ABCs of Fraud***, to each student. Assign each student one of the expressions or captions and develop a scenario of a fraudulent income scheme that incorporates that fraud related expression or caption. Ask the students to role play the scenario. Have the class identify the type of fraud portrayed and then offer solutions or where to go for each type of problem.

(TEKS 1C, 15D, 15E)

TA 105 Sources of Assistance

TA 6a-b Brochure Assessment

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES

#7 BROCHURE

Divide the class into small groups. Have each group develop a brochure for older adults which focuses on the current frauds, gyps, and deceptions and where they can find assistance. Teaching Aid 105, ***Sources of Assistance***, can be used to help students with resources. Teaching Aids 6a-b, ***Brochure Assessment***, can be used as an evaluation tool.

FCCLA ACTIVITIES

- STAR Event: Illustrated Talk
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 26

Procedures to Follow in the Personal Care and Hygiene of Older Adults

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

12A Describe technological advances that facilitate care of older adults.
12B Promote self-reliance while assisting older adults with personal care and hygiene.
12C Practice special housekeeping and maintenance skills associated with older adults.
12D Evaluate personal care procedures and schedules in an elder care facility.

Chapter Vocabulary

- cystoscopic examination
- dentures
- dermis
- epidermis
- hygiene
- liver spots
- manicure
- oral hygiene
- pedicure
- periodontal
- plaque
- podiatrist
- sitz bath
- skin pigmentation
- sphincter muscles
- therapeutic

RESOURCES

Web Sites

AARP
www.aarp.org

Administration on Aging
www.aoa.dhhs.gov

Age Work
www.geron.org/agework/index.html

National Council on the Aging
www.ncoa.org

Texas Department on Aging
www.tdoa.state.tx.us

Ch 26

#1 CLASS DISCUSSION

Lead a class discussion about how good hygiene habits affect self-image and health.

Key Questions

- What does the term hygiene mean?
- How can good hygiene be considered preventive health?
- How can aging affect hygiene habits?
- What health problems can be caused by poor hygiene habits?
- What embarrassing situations may be caused by poor hygiene habits?
- How can these situations in turn result in poor self-image?

Notes

(TEKS 12B, 12C, 12D)

TAKS SOCIAL STUDIES

#2 VISUAL DISPLAY

On a large sheet of newsprint or on the chalkboard, have students list reasons why adequate sleep, good posture, good nutrition, good grooming, and self-image are related. Lead a class discussion emphasizing the close relationships of these qualities.

Key Questions

- How can inadequate sleep affect posture?
- How can grooming affect self-image?
- How can nutrition affect sleep?

(TEKS 12B, 12C, 12D)

TAKS SOCIAL STUDIES

TAKS SCIENCE

#3 GUEST SPEAKER

Invite a professional from a home health-care agency to speak to the class about special grooming services available for older adults and why these services may be needed.

Key Questions

- What physical changes affect grooming needs?
- How do diminished senses affect grooming habits?
- What psychological changes should the caregiver be aware of that may affect assisting an older adult?
- What type of services are available?
- How often are these services provided?
- How are the fees determined for the services?
- What kinds of training are required of the professionals?

(TEKS 12B, 12C, 12D)

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

#4 INDIVIDUAL ACTIVITY/INTERVIEW

Distribute copies of Teaching Aid 106, ***Good Grooming Includes....*** Have each student complete the four columns on the Teaching Aid after reading the instructions at the top of the page. Allow students to share their results.

(TEKS 12B, 12C, 12D)

TA 106 Good Grooming Includes...

TAKS WRITING **TAKS SOCIAL STUDIES**

Key Questions

- What grooming practice requires the most assistance?
- How do the grooming habits of students compare to an older person's grooming habits?
- Why are there differences?
- Whose standards determine the frequency of each activity?
- Why should caregivers establish a grooming schedule for older adults?

(TEKS 12B, 12C, 12D)

#5 GROUP ACTIVITY

Divide the class into groups. Assign each group an area of grooming that caregivers might perform, such as oral hygiene, hair shampooing, hairstyling, nail care, shaving, and beard or mustache trimming. Ask each group to suggest ways that a caregiver might assist an older person with the grooming procedure. Have each group share their responses.

(TEKS 12B, 12C, 12D)

TAKS READING **TAKS WRITING**

#6 VIDEOTAPE/GUEST SPEAKER

Have students view a videotape or have a health-care professional to show the proper guidelines to follow in assisting older adults with their hygiene needs.

FCCLA ACTIVITIES

- STAR Event: Illustrated Talk
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 27

Special Housekeeping and Maintenance Skills

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

12A Describe technological advances that facilitate care of older adults.

12B Promote self-reliance while assisting older adults with personal care and hygiene.

12C Practice special housekeeping and maintenance skills associated with older adults.

12D Evaluate personal care procedures and schedules in an elder care facility.

Chapter Vocabulary

- BTU
- clo
- conservation
- daily tasks
- conservation
- economize
- energy efficiency
- occasional tasks
- thermostats
- ventilation
- wattage
- weekly tasks

RESOURCES

Publication

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:
Institutional Maintenance Management and Services Reference Book

Web Sites

AARP
www.aarp.org

Administration on Aging
www.aoa.dhhs.gov

Age Work
www.geron.org/agework/index.html

ENERGY STAR
www.energystar.gov

Hints from Heloise
www.heloise.com

National Council on the Aging
www.ncoa.org

Texas Department on Aging
www.tdoa.state.tx.us

Ch 27

#1 GROUP ACTIVITY/CLASS DISCUSSION

Divide the class into five small groups. Assign each group a quotation from Teaching Aid 107, *"Quotable Sayings,"* and have each group discuss how their assigned quote relates to planning and managing household tasks. Have students share their responses.

Notes

(TEKS 12B, 12C, 12D)

TA 107 "Quotable Sayings"

#2 WRITTEN EXERCISE

Have each student write a one-page paper describing an organized person. Allow student volunteers to share their papers in class.

(TEKS 12A, 12B, 12C, 12D)

TAKS WRITING

Key Questions

- How does a person become organized?
- Who decided how much organization is enough?
- What would be the effects of being overly organized?
- Why would someone want to be organized?
- What are the disadvantages of being organized?
- How do others feel about organized individuals?

#3 CLASS DISCUSSION/GAME

Lead students to define the word *sequencing.* Using the example of washing windows, write each of the following seven steps of a possible sequence on 8 1/2" x 11" card stock:

- gather supplies
- take down curtains or blinds or move them out of the way
- vacuum or dust frames or sills
- wash up and down strokes
- wash outside using side-to-side strokes
- polish with newspaper
- put up supplies

Give each card to each of seven students and ask them to arrange them in the best sequence. Students may be given more then one card if there are fewer than seven students. Lead a class discussion on why that arrangement was chosen. Ask for other possible arrangements and discuss influences on the arrangement.

Divide the class into groups, and ask each group to repeat the activity using other tasks, such as cleaning the shower, washing the dishes, and straightening the house. Have each group write the steps of the task involved and arrange each step in order. Allow each group to present their results to the class.

(TEKS 12A, 12B, 12C, 12D)

TAKS WRITING

TAKS SOCIAL STUDIES

Key Questions

- What were the reasons behind choosing this particular order to complete the task?
- How can steps be added to more efficiently complete the task?
- What steps can be combined or taken away?
- Which of the steps were not necessary?
- What reasons would someone have to reorganize the order of performing a task?

(TEKS 12A, 12B, 12C)

TAKS READING TAKS WRITING

#4 EDUCATIONAL TOUR

Arrange for an educational tour to a store that specializes in storage options and devices. If the learning tour is not feasible, provide students with catalogs or magazines, or have the students do an Internet search. Have students look for examples of storage options appropriate for different areas of the home. Ask students to include gadgets or devices, such as hooks, turntables, and other items. Have students share their findings.

Key Questions

- What kinds of gadgets or items are available to help with storage needs?
- How can some simple devices be made at home?
- Why can storage become a problem for an older person?

(TEKS 12A, 12B, 12C)

TAKS SCIENCE

#5 CLASS DISCUSSION/BRAINSTORMING

Write the word *schedule* on the chalkboard or overhead projector, and ask students to suggest definitions for the term. Write the correct definition beneath the word, and lead students to brainstorm for advantages and disadvantages of schedules.

Key Questions

- Why should schedules allow for flexibility?
- Why is it necessary to consider a person's outside responsibilities prior to assigning tasks?
- What are the advantages and disadvantages of having a schedule?
- What are the advantages of having a class schedule? work schedule?
- How is a household work schedule determined?
- Who decided what work will be done daily, weekly, occasionally?
- What effect do standards have on work schedules?

(TEKS 12A, 12B, 12C, 12D)

TAKS READING

#6 INDIVIDUAL ACTIVITY

Have each student plan a likely schedule of household tasks for a private duty caregiver. Identify the tasks to be done and how often they should be done. Display the information in a chart or table. Factors to be taken into consideration can include:

- daily schedules
- physical abilities and disabilities of the older person
- hours allowed per day to complete the tasks

- tasks needing to be scheduled on a weekly, bi-weekly, or monthly basis
- amount of or degree of care required by the older person

Allow student volunteers to share their schedules and explain the reasons behind their decisions. Lead a class discussion about customizing household task schedules according to the schedules and needs of older persons.

#7 GUEST SPEAKER

Invite a representative from a commercial housekeeping service to speak to the class about scheduling daily and weekly household tasks. Have students write a reflection of what they learned.

(TEKS 12A, 12B, 12C)

TAKS WRITING · TAKS READING · 🖥 · TAKS SOCIAL STUDIES

Key Questions

- How often should a task be performed?
- How does the family size of a household affect how often a task should be performed?
- What tasks require the greatest amount of physical exertion? the least amount?
- Why should a person's skills be considered when scheduling tasks?

#8 BRAINSTORMING

Lead students to brainstorm ideas on conserving utility expenses for the major utilities in a home (electricity, gas, water, and telephone).

(TEKS 12A, 12B, 12C)

TAKS READING · TAKS WRITING · TAKS MATH · TAKS SCIENCE · TAKS SOCIAL STUDIES · 🖥

Key Questions

- What is meant by conservation or energy efficient?
- What are some ways to conserve utilities?

As a follow-up activity, have students do an Internet search of ENERGY STAR, an initiative of the federal government (*www.energystar.gov*). ENERGY STAR is a government-backed program helping businesses and individuals protect the environment through superior energy efficiency. If feasible, show students examples of the label tags that are attached to major appliances and other products in promoting the initiative and conservation of energy.

#9 INTERNET ACTIVITY

Have students do an Internet search of the costs of telephone, gas, water, and telephone services in the community. Ask students to investigate ways to conserve these resources as well as lower the costs.

(TEKS 12A, 12B, 12C)

TAKS READING · TAKS WRITING · 🖥 · TAKS MATH

As an alternative strategy, have students interview representatives of the various utility companies to secure the information. Have students share their findings in some type of oral presentation.

(TEKS 12A, 12B, 12C, 12D)

TAKS SOCIAL STUDIES

#10 INDIVIDUAL ACTIVITY/VISUAL DISPLAY

Using the information on pages 290-291 of the Reference Book, have students develop a visual display (e.g., poster, collage) which features tips for dressing for comfort in both (cooler and warmer) indoor temperatures.

Key Questions

- How can a caregiver assist an older person to implement these energy saving suggestions?
- What are some factors which influence availability or choices in clothing? footwear?

FCCLA

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Leaders at Work; Applied Technology
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 28

Effective Management Practices of Caregivers

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

12A Describe technological advances that facilitate care of older adults.

12B Promote self-reliance while assisting older adults with personal care and hygiene.

12C Practice special housekeeping and maintenance skills associated with older adults.

12D Evaluate personal care procedures and schedules in an elder care facility.

Chapter Vocabulary

- bed cradle
- bedsores
- body alignment
- body mechanics
- conservation
- decubitus ulcers
- energy efficiency
- mitered corner
- pressure sores
- repositioning

RESOURCES

Publication

The Curriculum Center for Family and Consumer Sciences, Texas Tech University: *Institutional Maintenance Management and Services Reference Book*

Web Sites

AARP
www.aarp.org

Administration on Aging
www.aoa.dhhs.gov

Hints from Heloise
www.heloise.com

National Council on the Aging
www.ncoa.org

Texas Department on Aging
www.tdoa.state.tx.us

Ch 28

#1 CLASS DISCUSSION

Write the words *body mechanics* and *body positioning* on the chalkboard or overhead projector. Have students define what each of the terms mean. Lead a class discussion about the purpose of each.

Key Questions
- What is the difference between body mechanics and body positioning?
- How can good body mechanics reduce fatigue?
- Why is good body positioning considered important for the safety of the caregiver?

Notes

(TEKS 12B, 12C, 12D)

TAKS READING

#2 GAME

Distribute copies of Teaching Aid 108, ***Principles of Body Mechanics and Positioning***, to each student. Assign each student one of the statements. Call out the number of the statement and have each student read that statement. Ask each student to explain whether it is a true statement or whether it is false. Have students restate the false statements making them true.

(TEKS 12B, 12C, 12D)

TA 108 Principles of Body Mechanics and Positioning

TAKS SOCIAL STUDIES

#3 VISUAL DISPLAY

Provide a display of pictures from magazines that show individuals who are using good body mechanics as well as those who are not. Lead students to discuss why the examples are proper and improper. Teaching Aid 109, ***Body Mechanics***, can be used as a guide for students to follow.

Key Questions
- How can caregivers learn good body mechanics?
- What potential health risks can occur if good body mechanics are not followed?
- How are good body mechanics beneficial to the older adults?

(TEKS 12B, 12C, 12D)

TA 109 Body Mechanics

TAKS SOCIAL STUDIES

TAKS READING

#4 LABORATORY EXPERIENCES/DEMONSTRATIONS

Have students refer to the body mechanics guidelines in the Reference Book or use Teaching Aid 109, ***Body Mechanics***. Have students demonstrate and explain correct procedures for:
- lifting an object from the floor
- moving a heavy object
- performing a task near the floor

Key Questions
- Which rule of body mechanics is most commonly broken?
- Which rule of body mechanics is most easily followed?
- How can using poor body mechanic skills harm the caregiver?

(TEKS 12B, 12C, 12D)

TA 109 Body Mechanics

TAKS SCIENCE

(TEKS 12B, 12C, 12D)

TAKS SCIENCE

#5 LABORATORY EXPERIENCES/DEMONSTRATIONS

Have students refer to the body positioning guidelines in the Reference Book. Have students demonstrate and explain correct procedures for:

- moving an older person to the side of the bed
- helping an older person to sit up and lie down
- changing an older person's body position

Key Questions

- How might using correct body mechanics in repositioning a bedridden person help the caregiver?
- What steps are involved in positioning for each of the procedures?
- Why should the older person be encouraged to help themselves as much as is physically possible?
- What can caregivers do to prevent injury to themselves?

(TEKS 12B, 12C, 12D)

TA 110a-b Transferring Older Persons

TAKS SCIENCE

#6 SIMULATION

Distribute Teaching Aids 110a-b, ***Transferring Older Persons***, to each student. Review the steps in helping older people in each of the procedures. Allow students to practice with partners the correct procedures for helping a bedridden person to sit up, moving someone to the near side of a bed, and transferring a person. Have students evaluate their use of good body mechanics.

(TEKS 12B, 12C, 12D)

TAKS WRITING

TAKS SCIENCE

TAKS SOCIAL STUDIES

#7 GUEST SPEAKER

Invite a nurse or a physical therapist to demonstrate to the class the correct methods of repositioning and transferring an older person using good body mechanics. Allow students to practice correct procedures with partners as the guest speaker supervises and offers helpful suggestions.

If applicable, the health-care professional can also show the student the correct way to make an occupied and unoccupied bed.

(TEKS 12B, 12C, 12D)

TAKS SOCIAL STUDIES

TAKS MATH

#8 LABORATORY EXPERIENCES

Bring to class a small portable bed with bedding supplies to allow students to demonstrate bedmaking techniques. Have pairs of students observe each other making an unoccupied bed as they would do at home prior to being instructed in the correct techniques. Have each student who is observing time the procedure, count the number of steps taken, and be alert for wasted motions. Have students share their observations with the class.

Key Questions

- What was the average amount of time it took to complete the task?
- What was the average number of steps it took to complete the task?
- How did the students feel as they were making the bed?
- How could the procedure be simplified?

#9 BRAINSTORMING

Lead students to brainstorm ways to help bedridden persons feel comfortable and at ease while caregivers are in the process of making their beds. Discuss the suggestions with the class.

(TEKS 12B, 12C, 12D)

TAKS SCIENCE

Key Questions

- How can caregivers communicate respect for the privacy of the older person whose bed is being made?
- How can telling the older person what will be done ahead of time, help make that person feel more at ease?

#10 GUEST SPEAKER/WRITTEN EXERCISE

Invite a nurse or other health-care professional to speak to the class about proper sanitary procedures in bed changing practices. The speaker could also address the need to address bedsores or pressure sores. Have students write a one-page reflection of the speaker's presentation.

(TEKS 12A, 12B, 12C, 12D)

TAKS WRITING TAKS SCIENCE

TAKS SOCIAL STUDIES

Key Questions

- What precautions should be taken when removing soiled linens from an occupied bed?
- What is the proper procedure for disposing of soiled linens?
- In what cases should linens be disposed of permanently?
- How can older persons develop skin problems as a result of soiled linens?
- What is the best way for handling that situation?
- What kinds of other bedding materials are used frequently?
- What can be used to prevent the development of odors?
- What conditions cause pressure sores to develop?
- What signs indicate that a pressure sore might be developing?

#11 VISUAL DISPLAY

Arrange with a medical supply store or pharmacy to borrow some special equipment that can be used to reduce the likelihood of bedsores, such as air cushions, rubber cushions, pillows, pads, and other items. Demonstrate to students how the equipment will be used and any care necessary for the aids. Ask students to note the reduction of pressure on body parts most susceptible to developing bedsores.

As an alternative activity, have students locate pictures of the special equipment and prepare some type of visual display. Ask students to explain the use and care of equipment in an oral presentation.

(TEKS 12A, 12B, 12C, 12D)

TAKS SOCIAL STUDIES TAKS SCIENCE

Key Questions

- Why is it important to prevent bedsores?
- What are the first signs of bedsores?
- What steps can be taken upon discovering the development of bedsores?

Key Questions, Continued

- What factor is the most important for the caregiver to practice in order to prevent bedsores?
- How has technology impacted the development of products to prevent bedsores and reduce pressure on body parts?

FCCLA ACTIVITIES

- STAR Event: Illustrated Talk; Leaders at Work
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 29

Ways to Cope with Terminal Illness

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

1C Identify laws, trends, and issues affecting older adults.
9F Determine resources for caregivers and older adults.
15B Describe the rights and responsibilities of older adults as clients.
15C Exhibit ethical practices in providing services for older adults.

Chapter Vocabulary

- empathy
- home health aides
- hospice care
- reconciliation
- stages of grief
- support groups
- terminally ill

RESOURCES

Web Sites

AARP
www.aarp.org

Aging with Dignity
www.agingwithdignity.org

Midwest Bioethics Center
www.midbio.org/toc.htm

National Hospice and Palliative Care Organization
www.nhpco.org

Partnership for Caring
www.partnershipforcaring.org/HomePage

Notes

#1 CLASS DISCUSSION

Write the word *terminal* on the chalkboard or overhead projector. Have each student state first reactions to the word.

Key Questions
- What does terminal mean?
- What does terminally ill mean?
- Who is affected when an older person is diagnosed as terminally ill?
- How would the student reactions to the word be different if they knew the person?
- How would the student reactions be different if they were caring for the person?

(TEKS 1C)

TAKS READING

#2 INDIVIDUAL ACTIVITY

Have students complete Teaching Aids 111a-b, ***Attitudes About Death***. Lead students to discuss the questions and their responses. Emphasize to students that feelings about death are different for different people.

Key Questions
- Which questions made the students feel most uncomfortable? Why?
- Which questions were the most difficult to answer? Why?
- Why is an understanding of death, the death process, attitudes toward death, and personal feelings important to those involved with services for older adults?

(TEKS 1C)

TA 111a-b Attitudes About Death

TAKS READING TAKS WRITING

#3 GROUP ACTIVITY/ROLE PLAY

Divide the class into small groups. Assign each group a scenario from Teaching Aid 112, ***Situations About Death***. Have each group role play their assigned situation and follow up by leading a class discussion on how each situation was handled.

Key Questions
- What are the signs of death?
- How did the people in the role play situations feel?
- How did the observers feel?
- Why do persons who care for older adults need to discuss these situations and these feelings?
- Why is it important to provide sensitive and supportive care for a terminally ill individual?

(TEKS 1C, 9F, 15C)

TA 112 Situations About Death

TAKS WRITING TAKS SOCIAL STUDIES

#4 GUEST SPEAKER

Invite a health-care professional from a long-term care facility or a home health agency to talk to the class about caring for a terminally ill person. Prior to the speaker's arrival, have students prepare questions to discuss.

(TEKS 1C, 9F, 15C)

TAKS READING TAKS SOCIAL STUDIES

Key Questions

- How can caregivers help older persons who are terminally ill maintain their self-esteem?
- Why should a caregiver avoid being overly protective?
- How can the terminally ill person be supported emotionally?

As an enrichment activity, have students develop a list based on the information given that would be helpful for a caregiver of a terminally ill person.

(TEKS 1C, 9F, 15B, 15C)

TA 113 What is Hospice Care?

TA 114a-b Hospice Questions Checklist

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

#5 GUEST SPEAKER/INTERNET ACTIVITY

Invite a representative from a hospice program to talk about the services that are provided. The speaker should also address the purpose of hospice care and the types of needs that may be met by hospice.

Key Questions

- Where might a person receive hospice services?
- How is the family involved in hospice care?
- How does hospice care differ from other types of care available in the community?
- Why is hospice not always the best answer for all persons with terminal illnesses?

If a guest speaker from hospice is not feasible, have students search the National Hospice and Palliative Care Organization Web site (*www.nhpco.org*) for information. Have each student write a two-page paper describing the type of person who would benefit from hospice services and the type of services provided. Teaching Aid 113, ***What is Hospice Care***, and Teaching Aids 114a-b, ***Hospice Questions Checklist***, can serve as guidelines in class discussion and writing the paper.

Key Questions

- What type of commitment is asked of persons who want to participate in the hospice program?
- How do hospice services help families of the terminally ill?
- What type of training is a hospice worker required to take?

(TEKS 1C, 9F, 15B, 15C)

TA 115 Help for the Terminally Ill

TAKS READING

TAKS SOCIAL STUDIES

#6 INDIVIDUAL ACTIVITY

Display Teaching Aid 115, ***Help for the Terminally Ill***, to illustrate the resources available to individuals and their families. Discuss with students how that person or group can be supportive. Have each student categorize the helping persons or groups mentioned on the Teaching Aid as *emotional* supporters, *physical* supporters and *spiritual* supporters. Allow students to share their answers with the class and lead a class discussion about how and when each supportive person or group mentioned can be of benefit to the terminally ill.

Key Questions

- Which group or persons listed can provide the best support during the final days of the terminally ill person?
- Which group or persons listed can provide the best support during the early stages of the terminally ill person?
- How can family members and friends best support the terminally ill person?

#7 VISUAL DISPLAY

On a large piece of newsprint or poster board, list the emotional needs of the terminally ill person. Lead students to identify ways that the need may be met by a caregiver. Use the display as a springboard for further class discussions.

(TEKS 1C, 9F, 15C)

TAKS READING TAKS SOCIAL STUDIES

#8 INDIVIDUAL ACTIVITY

Have each student select a statement from Teaching Aid 116, ***Communicating with the Terminally Ill***, and prepare an appropriate response for a caregiver to make. Evaluate each response according to the guidelines listed in the Reference Book (pages 306-307).

(TEKS 1C, 9F, 15C)

TA 116 Communicating with the Terminally Ill

TAKS SOCIAL STUDIES

#9 CLASS DISCUSSION

Lead a class discussion about the importance of family support during a terminal illness and why it is important for open and honest discussion among family members.

(TEKS 1C, 9F, 15C)

TAKS SOCIAL STUDIES

Key Questions

- In what situations will the needs of the family be greater than the needs of the terminally ill person?
- How can the needs of the family be met?

#10 VISUAL DISPLAY

Distribute copies of Teaching Aid 117, ***Stages of Grief Experienced by a Terminally Ill Person***. Have students work individually or in small groups to complete the purpose and characteristics of each stage. Compare students' ideas with Table 29.1 in the Reference Book.

(TEKS 1C, 9F, 15C)

TA 117 Stages of Grief Experienced by a Terminally Ill Person

TAKS READING TAKS SOCIAL STUDIES

Key Questions

- Why do grieving persons not necessarily follow these steps in order?
- Do persons who are grieving go through all five stages? Why?
- Why is grieving important?

#11 CASE STUDY

Divide the class in small groups, and assign each group one of the case studies in Teaching Aid 118, ***The Grief Process***. Ask each group to discuss

(TEKS 1C, 9F, 15C)

TA 118 The Grief Process

TAKS READING

the case study and try to determine which stage of the grief process is represented by the situation. Allow each group to present their responses and discuss the conclusions with the class.

(TEKS 1C, 9F, 15C)

TA 119 Myths About Bereavement

TA 118 The Grief Process

TAKS READING

#12 GROUP ACTIVITY

Distribute copies of Teaching Aid 119, ***Myths About Bereavement***, and have each student apply the myths to the case studies in Teaching Aid 118, ***The Grief Process***. Lead a class discussion dispelling these myths.

Key Questions

- What can happen to people who do not share their grief with others?
- Why is bereavement sometimes a long process for some and a shorter process for others?
- Why is grief different for different people?

(TEKS 1C, 9F, 15C)

TA 120 Guidelines for Helping a Person Through Grief

TA 121 Ways to Help a Grieving Friend

TAKS READING

TAKS SOCIAL STUDIES

#13 GROUP ACTIVITY

Divide the class into small groups. Distribute Teaching Aid 120, ***Guidelines for Helping a Person Through Grief***, and Teaching Aid 121, ***Ways to Help a Grieving Friend***. Have each group select at least two of the guidelines and develop a skit that illustrates the use of the steps within the role play. Have each group present their skit and ask remaining students to determine which of the steps were illustrated.

FCCLA ACTIVITIES

- Families First
- Power of One
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

BLENDED ACTIVITIES

WRITING A MAGAZINE: A TEEN'S VIEW

Chapters 1, 2, 3, 4, 5

Have students create a short magazine marketable to teens who are considering a career in the field of aging and services for older adults. Topics may include: required levels of education, future career demands, attractions of the career, quotes from people in the field, and responsibilities connected to the chosen position.

Have students write and organize a variety of items, such as articles, stories, essays, cartoons, letters, ads, poems, and charts. Although the students may choose to use more, the required minimum for the magazine is listed:

- one chart or graph
- one cartoon
- a World Wide Web address related to the major topic
- an ad created by the students that relate to the career field
- one poem/rap/or short story

The magazine should fill five, 8 1/2" x 11" pages. The first page is the magazine cover. The remaining pages will be a combination of the criteria listed above, plus any additional items students want to include. Have students use the library, class materials, and Internet for resources.

Charts, graphs, and cartoons may be duplicated, however stories and poems must be the students' own creation. Students may not copy and paste copies of articles. These may be retyped using desktop publishing or a typewriter, or neatly printed. All articles must be referenced – to copy without providing the source is plagiarism.

Magazines will be graded on neatness, completeness, variety of articles, and depth of information.

SCAVENGER HUNT

All Chapters

This activity is designed to help develop skills used in searching and resourcing the Internet using a planned project. Instruct students to use search engines of their choice to find items or resources that can be used in services for older adults. Items can be printed out or saved to a floppy disk or CD. Refer to the Program Tools section of this Curriculum Guide for a list of recommended search engines.

Ideas for items to include in the search:

- professional organizations
- source for information concerning older adult abuse and neglect
- illnesses and diseases found in older adults
- fraudulent practices affecting older adults
- picture of specialized equipment

- menu of appropriate foods
- sources of information for lifelong learning
- pictures of housing options available for older adults

Note: This activity can be paper-based by using library/classroom resources, such as magazines, journals, and textbooks. Students might create an informational binder, poster, or collage.

Chapters 16, 17

TA 60 Food Guide Pyramid for Older Adults

TA 66 Ten Suggestions for Menu Planning

TA 67 Meal Planning for Older Adults

TA 68 Sample Meals for Older Adults

TA 69 Menu Planning Form

MENU PLANNING

Have students review the State standards or minimum requirements for nutrition. Have students review Teaching Aid 60, ***Food Guide Pyramid for Older Adults.*** Compare the guide to the traditional *Food Guide Pyramid* and *A Pattern for Daily Food Choices*, featured in Chapter 16 of the Reference Book. Have students view the following statement for discussion (statement can be written on the chalkboard, a transparency, or a handout): "Nutrition requirements are effective only if the older adults actually eat the food that is prepared." The following teaching aids can be used as guidelines for this activity:

Teaching Aid 66, ***Ten Suggestions for Menu Planning***
Teaching Aid 67, ***Meal Planning for Older Adults***
Teaching Aid 68, ***Sample Meals for Older Adults***
Teaching Aid 69, ***Menu Planning Form.***

Key Questions

- What types of information are needed for menu planning?
- How can the teaching aids help in planning menus for older adults?

Instruct students to plan menus for one week for an adult day care center serving a breakfast, morning snack, lunch, and an afternoon snack to older adults.

Note: Remind students to take into account the older adult's dinner when planning. For example, there should be some pyramids left blank every day to accommodate the evening meal. Filling in all the blanks may mean that the older adult is getting too many calories.

Key Questions

- How do the menus reflect a balance of foods from the basic food groups?
- How does the food planned appeal to older adults?
- What techniques can be used to make food more appealing?
- Why would it be important for parents to have a copy of the weekly menu?

PROJECT-BASED LEARNING

All Chapters

Have students design an adult day care facility. Divide the class into small groups. Each group will consist of different professionals who will work together in designing the facility. Obtain current copies of the minimum standards and guidelines from the Texas Department of Protective and Regulatory Services. Instruct students to follow these guidelines in designing the facility. Students may use classified ads, field trips, and interviews for gathering information.

A list of the professionals and the factors to be considered include:

Real estate agent
- price of the land/building
  - location – convenient, attractive, safe area, near public transportation, easy to locate but off busy streets, stable neighborhood, in close proximity to a well-kept and safe park/shopping center
  - use an existing building or build a new one
- for existing buildings:
  - kitchen in place? remodeling needed?
  - number of existing toilets? restroom accommodations in place for older adults?
  - ramps/wide doorways for wheelchair access?

Architect
- minimum floor space, guidelines on indoor space
- design concepts – self-contained design, open-space design, or modified open-space design
- remodeling needs on an existing building – kitchen area, toilet areas, sleeping areas, eating areas
- develop floor plans to present to director and teacher
- storage areas

Adult day care center director
- serves as facilitator for the center – this is your facility, so you must work with every professional to ensure you get what you want, need, and can afford
- ensures that all minimum standards guidelines are adhered
- gathers information for licensing and accreditation – cost, procedures, documentation
- has the final say in all negotiations

Activities director
- works with the director in checking adherence to minimum standards
- serves as an assistant to the director in working with the other professionals

Interior designer
- prepares suggestions for creating low cost, attractive boundaries to divide space
- works with director to design activity areas

- determines traffic flow between activity areas
- researches colors and their affects on human emotions
- creates a palette of possible interior colors and suggestions for their use

Each professional will document the steps they took in the design, factors that were considered (e.g., minimum standards guidelines), negotiations that took place with the director, and the final product. Documents (including drawings, graphs, visuals) will be organized in a three-ring binder for grading.

Note: This may be used as an end of the semester project, or may be condensed and focused on only a few of the aspects (i.e., director, interior designer creating the indoor space with colors, learning activities, boundaries, and space requirements).

Variation: Have students prepare a brief presentation on their location and design for the class.

SCENARIOS

Chapters 8, 9, 10, 11

Divide the class into small groups. Instruct groups to write scenarios involving strategies for promoting positive relationships. Have groups trade scenarios so that the authors do not have their own. Have groups provide one or two guidelines for each scenario. After all scenarios have been evaluated, have groups share their strategies.

Examples of scenario themes:
- An older woman in an adult day care center who constantly demands attention from everyone.
- An older gentleman in a long-term care facility who is confined to his bed.
- An active older adult who volunteers at the senior center.
- A frail woman in an assisted living center who has no children or family members nearby.

POSTER PRESENTATION

Chapters 16, 17, 20

Discuss the rise of health problems associated with older adults. Have students work in pairs or in small groups. Instruct groups to design an informational poster to be used during Health Awareness Week or the Health Fair. Themes could include:
- Osteoporosis
- Health-related Disorders
- Follow the Food Guide Pyramid for Healthy Eating
- Wise Food Choices + Exercise = Healthy Adults

Students might use classroom materials, library resources, or the Internet to obtain information.

Key Questions

- What factors contribute to these diseases and disorders?
- What health risks are linked to some of these diseases?
- Why should caregivers be concerned??
- What steps can caregivers take to help older adults toward better health?

Resources:
American Dietetic Association
www.eatright.org
Mayo Clinic
www.mayoclinic.org
Centers for Disease Control and Prevention
www.cdc.gov
MEDLINEplus: Health Information
links to articles at *www.nlm.nih.gov/medlineplus*
USDA Center for Nutrition Policy and Promotion
www.usda.gov/cnpp/

RESEARCH/ORAL PRESENTATION

Chapters 24, 25

Have students investigate discounts and special cost considerations made available to older adults. Encourage students to explore all possibilities, including costs of entertainment, meals, public transportation, prescriptions, membership dues, airline tickets, and other items and services. Means of research could include viewing advertisements on television, looking in newspapers and magazines, telephone interviews, and interviewing older adults.

Have students list:

- the regular cost of each good or service
- the discounted cost to older adults
- the amount or percentage of discount
- qualifications or special requirements for receiving the discounted cost (such as age or membership in an organization)

Have students share their findings in some type of oral presentation. After the presentations, have students total the regular cost of all listed items, total the discounted cost, and compute the total percentage savings available to older adults. Lead students to discuss the reasons and benefits of such discounts.

Key Questions

- Why do various businesses and organizations offer discounts to older adults?
- What is meant by the term fixed income?
- What are limitations to older adults living on a fixed income?
- How do discounts help older adults living on fixed incomes?

Key Questions, Continued
- How do discounts and promotions targeting older adults serve as marketing tools for businesses?
- In what ways do discounted goods and services cited by the class help older adults meet their social and psychological needs?

INTERNET SEARCH

Chapters 19, 20

Integrate the Internet with curriculum. Have students provide an Internet site of the day or month. The Web sites can incorporate holidays and other days set aside for special observance. Have students take turns providing Web sites. The Web site address and a printout of the splash page can be compiled onto floppy disks, CDs, or into an album.

HEALTH FAIR

Chapters 20, 21, 22

Have students use the FCCLA planning process for a health fair designed specifically for older adults in the community. Ask agencies and individuals in the community who work with older adults to participate.

PARTY PLANNING

Chapters 16, 17, 19

Have students choose a day and plan an open house activity for the older adults, family members, and other guests. Have students work in groups of four. Ideas for party themes include Christmas/Channuka/Kwanzaa/Ramadan; Valentine's Day; St. Patrick's Day; Easter; Cinco de Mayo; and Veteran's Day. Activities to be managed may include:
- planning the food to be served;
- planning one cooking activity;
- planning one game that involves dividing the older adults into groups using special name tags;
- planning the room decorations;
- planning for paperware (i.e., plastic utensils, paper cups, paper plates);
- optional: planning a handmade gift for the guests.

Provide students with a reasonable budget from which to buy supplies. Have students make lists for the following:
- food ingredients and supplies;
- baking/cooking equipment and supplies;
- room decoration supplies; and
- supplies for handmade gifts, special name tags.

Have students visit stores to obtain the approximate costs of supplies. Using these prices, have students develop a costs/expenditure budget.

VISUAL DISPLAY

Chapters 5, 6, 26, 27

Have students develop a list of self-help tasks often made difficult in the aging process. Observation of older persons or interviews of persons familiar with limitations often experienced by older adults can serve as resources in developing the lists. Utilize catalogs and information gained from observation and interviews to determine strategies or products which help compensate for limitations in performing the self-help tasks. Lead students to discuss recommended strategies and products.

Key Questions

- What are common self-help limitations?
- What are optional solutions?
- How might the self-esteem of an older person likely be affected by the inability to perform self-help tasks? by the restoration of this ability?
- How would self-help abilities or limitations impact living arrangement options, costs of living and health care, health and safety, and daily activity options?
- What implications might the increasing older adult population and the growing need for self-help aids have for someone interested in starting a business? interested in product invention or development?

CASE STUDIES/TEAMWORK

Chapters 5, 6, 7

Have students gather information from various resources such as the library, Internet, and classroom references regarding communication guidelines for interacting with family members or parties responsible for the care of older adults. Instruct students to look for information on the following categories:

- ethics
- formal communications (such as conferences, status reports, or newsletters)
- informal communications (such as casual conversations, telephone conversations, or e-mail messages)
- general guidelines (such as how to demonstrate good verbal, nonverbal, or written communication skills, or how to remain objective and avoid being judgmental)

After students have gathered the information, ask them to work in pairs to develop two case studies involving a caregiver and the person responsible for an older adult. Have students exchange their case studies with another pair and apply the summarized principles of communication through role playing communication appropriate to the case studies. Encourage students to utilize both oral and written communication in preparing role play responses to the case studies. For example, a complaint may require both personal communication and a written follow-up. As pairs take turns presenting role plays, invite constructive feedback from other students.

Chapters 8, 9, 10, 11, 12, 13, 14, and 15

PROJECT

Have students collect cartoons about older adults that depict characteristics that reflect physical, emotional, social, mental, financial, clothing, housing, and transportation needs. Ask students to compile the cartoons in some type of visual (e.g., folder, poster, PowerPoint). Have students share their cartoons with the class.

BLENDED ACTIVITIES - FCCLA

CHAPTER ACTIVITIES

Conduct a book drive or magazine drive to collect books or magazines for older adults at an adult day care center, senior center, or long-term care center.	Chapters 1, 2, 3, 4, 5
FCCLA members could participate in a fund-raising campaign, donating the profits to a program for older adults (adult day care center, senior center). Members would be able to see how the money is utilized.	Chapters 1, 2, 3, 4, 5
Have FCCLA members plan a special event, such as Valentine's Day, for children in an adult day care facility, adult group home, or long-term care center. Have students work with the staff to plan games, small and large muscle activities, and other activities for the older adults. If appropriate, have students plan and involve the children in preparing a nutritious snack.	Chapters 1, 2, 3, 4, 5, 16, 17, 18, 19
Have the chapter select one of the illnesses and/or disabilities that may affect older adults. Have students educate the school, community, and family members/caregivers by producing newsletters, developing flyers and visual displays, or conducting a seminar about the special needs of older adults. An example might be a health fair that focuses on illnesses, such as diabetes, heart disease, and osteoporosis.	Chapters 20, 21

COMMUNITY SERVICE

Have FCCLA members volunteer to assist community organizations, such as a mentoring program or immunization program, with ongoing events.	Chapters 20, 21

DYNAMIC LEADERSHIP

Have FCCLA members use the five-step planning process to design a project to benefit an adult day care center, senior activity center, or foster home for older adults. Projects could include assisting adults in creating a vegetable/flower garden or making a quilt.	Chapters 1, 2, 3, 4, 5, 6, 7

FAMILIES ACTING FOR COMMUNITY TRAFFIC SAFETY (FACTS)

Have students conduct a Seat Belt Survey, give statistics on drunk driving accidents, or adopt a driver as Family Studies community service projects. Students may sponsor a "Buckle Up" campaign or a van/bus safety program.	Chapters 15, 22

Chapters 16-23	***FAMILIES FIRST, STAR EVENTS, OR STUDENT BODY*** Invite a panel of experts (e.g., nurse, dietitian, director, Department of Human Services specialist, gerontology specialist, extension agent, law enforcement officer), to discuss strategies for optimizing the health and safety of older adults. Three or four experts are substantial for one panel. This strategy could be used as a series of panels or as a seminar or workshop for other students, parents, and the community. Students could develop flyers, newspaper articles, and visual displays to publicize the event.
Chapters 1-5	***CAREER CONNECTION*** Have students use the FCCLA Career Connection publication available from FCCLA National Headquarters, to explore careers and how to manage multiple roles. Members can receive recognition for their participation.
Chapters 1-5	***POWER OF ONE: WORKING ON WORKING*** Have students take an educational tour to talk to a social worker, gerontology specialist, cooperative extension service representative (family and consumer sciences), or adult day care director. Students could then research careers in family studies professions. Have students discuss qualifications, rewards, and demands of careers in gerontology professions.
Chapters 1-3	***READY, SET, READ*** Have students plan and implement the reading project for young children and invite older adults to participate. Parents and family members of the young children and older adults could be involved in the literacy efforts as well.
Chapters 10, 16, 19	***STAR EVENTS: APPLIED TECHNOLOGY*** Have students investigate software programs that facilitate learning for older adults. Students may choose to interview adult day care center directors, educational media distributors, or computer sales representatives who are knowledgeable of such programs. Students can compile an information file or software program list that includes summaries of the information they gathered.
Chapter 1-5	***STAR EVENTS: CHAPTER SERVICE PROJECT*** Have students develop and implement an in-depth project that makes a worthwhile contribution to families, schools, and communities. Student(s) must use family and consumer sciences knowledge and skills to address a need in the community and take action on the need. Adopt-a-Nursing Home would be an example of a project that could be carried out.

STAR EVENTS: ILLUSTRATED TALK Ideas for topics include "Decision-making Skills When Selecting Quality Long-Term Care," "Elderhostels," and "Combatting Fraud."	All Chapters
STAR EVENTS: ENTREPRENEURSHIP Have students design an adult day care facility where they develop a mission statement; write job descriptions for employees and owners, listing qualifications needed, write a want-ad for employees; do a cost analysis; and research sources for purchasing equipment, materials, and other supplies.	Chapters 1, 2, 3, 4, 5, 7
YOUTH EXCHANGING WITH SENIORS (Y.E.S.) Have students implement the Y.E.S. program. Materials for the program can be purchased from The Curriculum Center for Family and Consumer Sciences. Students are offered a variety of opportunities to exchange with older adults in their community.	All Chapters

Creative Ideas

NOTE TO THE TEACHER

Developers of the series of curriculum guides for implementing Texas Essential Knowledge and Skills for Family and Consumer Sciences Education faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of family and consumer sciences provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple chapters through hands-on, project-based, and/or problem-solving activities.
- Integration of FCCLA activities as appropriate throughout the instructional strategies and blended activities promotes student learning through relevance and application.

We strongly encourage you to:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Curriculum Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

This section provides only a small sampling of creative ideas for teaching techniques!

Creative Ideas

GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing students into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  Variation - write the numbers on cards, and have students draw.
- Geography.
  - For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  - Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  - For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  - Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint - if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby or find students with whom they have not recently worked.

Suggestions for Effective Group Activities:

The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability:

When participating in engaging, active learning experiences, it is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them up-front to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

Creative Ideas

RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten, and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.
  Alternative: Have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

Creative Ideas

ORGANIZING AND PRESENTING INFORMATION: VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured - communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills.

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aids 6a-b, ***Brochure Assessment***, provide a tool for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of Independent Study in Home Economics Education, available from The Curriculum Center for Family and Consumer Sciences. An example of a web diagram is shown in Teaching Aid 123, ***Web Diagram***. Two additional examples of graphic organizers include Teaching Aid 124, ***Venn Diagram***, and Teaching Aid 2, ***T-Chart Template***.

Creative Ideas

CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem-solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills.

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topic that are most relevant to them. The writing experience also develops communication skills and provides TAKS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

Creative Ideas

LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork.

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide the class into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s)for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

DEBATE

When to use: When there are two sides to an issue - pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills.

Clarification and suggestions related to classroom debates are provided in Teaching Aid 80, ***Guidelines for a Classroom Debate***.

Creative Ideas

BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communication skills.

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead groups to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)

GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills.

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 125, ***"Jeopardy" Game Instructions***. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

Creative Ideas

INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills.

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 126, ***Internet Terminology.***
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 127, ***Netiquette***. A video that focuses on Internet use and safety is *Online Safety*, available from The Curriculum Center for Family and Consumer Sciences.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to. Have students use Teaching Aid 128, ***Web Site Evaluation***, to record the information.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. Refer to the list of search engines for Internet Activities located in the Program Tools section of this Curriculum Guide. When students conduct Web searches, remind them to:
  - note what key words were used, most especially those that worked to locate information
  - take notes about the topic they are researching, and print out information as appropriate (Have students be sure to note on any printouts the Web address of the source. This is important for bibliographic reference and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!
- Internet Scavenger Hunts are designed to help develop skills used in searching and resourcing the Internet using a planned project. An example of an Internet Scavenger Hunt is located in the Blended Activities section of this Curriculum Guide.
- A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of

INTERNET ACTIVITIES (Continued)

analysis, synthesis, and evaluation. The WebQuest Page at San Diego State University provides templates, instructions, and examples (*webquest.sdsu.edu/webquest.html*).

- The electronic portfolio is a vehicle for collecting and presenting evidence of growth and achievement over time. Students enrolled in Services for Older Adults are encouraged to select examples of their work that exhibit the student's efforts, progress, and achievements. Teaching Aid 26, ***Differentiating the Levels of Electronic Portfolio Implementation***, provides examples of programs that may be used for electronic portfolio development.

  What to include:
  Title Card – Student name, year, teacher name. This card might include a picture or video of the student.
  Table of Contents Card – This card shows the viewer the contents of the portfolio. Buttons can be added to the card to link the viewer to the desired information.
  Information Cards – Ideas include the following:
  - resumé
  - personal philosophy regarding services for adults; this can be written or recorded
  - photo of student in professional dress
  - sample of handwriting (scanned)
  - evidence of positive interpersonal skills including teamwork and leadership presented through photos; film clips; letter of reference from program directors, instructors, and coaches
  - learning journals
  - computer projects (these can be linked directly)
  - class projects demonstrating various areas of learning within services for older adults

  Letter to Viewer – The student can write a letter to the viewers, thanking them for looking at the portfolio and pointing out the portfolio's highlights.
  Viewer Response Card – After looking at the portfolio, the teacher and other viewers can write comments to the student.

Resource: *Electronic Portfolios* by Tammy Worcester available at *www.essdack.org/port/index.html*

Creative Ideas

LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem-solving; organizational.

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.

Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point - good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms, and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

Creative Ideas

RESOURCES

Agencies and Organizations

AARP
601 E St., NW
Washington, DC 20049
(800) 424-3410
www.aarp.org

American Association of Family and Consumer Sciences (AAFCS)
1555 King Street
Alexandria, VA 22314
(703) 706-4600
www.aafcs.org

American Dietetic Association
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
(312) 899-0040
www.eatright.org

Center on Education and Training for Employment
The Ohio State University
College of Education
1900 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815 ext. 29945
www.cete.org

The Communication Project
9 Lobraico Lane
Whitchurch-Stouffville, ON, L4A 7X5 Canada
(905) 640-8914 or (800) 772-7765
www.tcpnow.com

The Curriculum Center for Family and Consumer Sciences
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/ccfcs

Families and Work Institute
267 Fifth Avenue, 2nd Floor
New York, NY 10016
(212) 465-2044
www.familiesandwork.org

Family, Career, and Community Leaders of America, Inc.
1910 Association Drive
Reston, VA 20191-1584
(703) 476-4900
www.fcclainc.org

Family, Career, and Community Leaders of America, Inc.
Texas State Association
8140 Burnet Road
Austin, TX 78766
(512) 459-3269

Food and Nutrition Information Center (FNIC), USDA
10301 Baltimore Avenue
Beltsville, MD 20705-2351
(301) 504-5719
www.nal.usda.gov/fnic

The Gerontological Society of America
1030 15th Street, NW, Suite 250
Washington, DC 20005
(202) 842-1275
www.geron.org

Hogg Foundation for Mental Health
The University of Texas at Austin
P.O. Box 7998
Austin, TX 78713-7998
(512) 471-5041
hogg1.lac.utexas.edu

Mental Health Association in Texas
8401 Shoal Creek Blvd.
Austin, TX 78757
(512) 454-3706
www.mhatexas.org

The National Academy for Teaching and Learning about Aging
University of North Texas
P.O. Box 310919
Denton, TX 76203-0919
(940) 565-3450
www.cps.unt.edu/natla

National Association of Area Agencies on Aging
927 15th Street NW, 6th Floor
Washington, DC 20005
(202) 296-8130
www.n4a.org

National Association of State Units on Aging
1201 15th Street NW, Suite 350
Washington, DC 20005
(202) 898-2578
www.nasua.org

National Council on the Aging
300 D Street, SW, Suite 801
Washington, DC 20024
(202) 479-1200
www.ncoa.org

National Council on Family Relations
3989 Central Avenue NE, Suite 550
Minneapolis, MN 55421
(888) 781-9331
www.ncfr.org

National Health Information Center
P.O. Box 1133
Washington, DC 20013-1133
(301) 565-4167 or (800) 336-4797
www.health.gov/NHIC

National Institute on Aging
Building 31, Room 5C27
31 Center Drive, MSC 2292
Bethesda, MD 20892
(301) 496-1752
nia.nih.gov

OWL - The Voice of Midlife and Older Women (formerly known as the Older Women's League)
1750 New York Avenue, NW, Suite 350
Washington, DC 20006
(800) 825-3695
www.owl-national.org

Recording for the Blind and Dyslexic
20 Roszel Road
Princeton, NJ 08540
(866) RFBD-585
www.rfbd.org

Terra Nova Films (Quality films and videos on aging related topics)
9848 S. Winchester Avenue
Chicago, IL 60643
(800) 779-8491
www.terranova.org

Texas Commission for the Blind
4800 N. Lamar Blvd., Suite 340
Austin, TX 78756-3178
(800) 252-5204
www.tcb.state.tx.us

Texas Commission for the Deaf and Hard of Hearing
Box 12904
Austin, TX 78711
(512) 407-3250
www.tcdhh.state.tx.us

Texas Department on Aging
4900 N. Lamar Blvd., 4th Floor
Austin, TX 78751
(512) 424-6840
www.tdoa.state.tx.us

Texas Department of Health
1100 West 49th Street
Austin, TX 78756-3199
(512) 458-7111 or (888) 963-7111
www.tdh.texas.gov

Texas Department of Human Services
701 W. 51st Street
Austin, TX 78751
(512) 438-3011
www.dhs.state.tx.us

Texas Department of Mental Health and Mental Retardation
909 West 45th Street
Austin, TX 78751
(512) 454-3761
www.mhmr.state.tx.us

Consumer Services and Right Protection Ombudsman
(800) 252-8154

Texas Department of Protective and Regulatory Services
P.O. Box 149030
Austin, TX 78714-9030
(512) 438-4800
www.tdprs.state.tx.us

Abuse Hotline
(800) 252-5400

Texas Department of Public Safety
P.O. Box 4087
Austin, TX 78773-0001
(512) 424-2000
www.txdps.state.tx.us

Texas Information and Referral Network
P.O. Box 13247
Austin, TX 78711
(512) 424-6500
www.hhsc.state.tx.us/tirn/tirnhome.htm

Texas Rehabilitation Commission
4900 N. Lamar Blvd.
Austin, TX 78751
(512) 424-4000
www.rehab.state.tx.us

Texas Work and Family Clearinghouse
101 E. 15th Street, Room 416T
Austin, TX 78778-0001
(512) 936-3228
www.twxc.state.tx.us

Texas Young Lawyers Association
1414 Colorado Street, Suite 400-B
Austin, TX 78711-2487
(800) 204-2222 ext. 6429
www.tyla.org

United States Administration on Aging
200 Independence Avenue, SW
Washington, DC 20201
(202) 619-0724
www.aoa.dhhs.gov

United States Department of Health and Human Services
200 Independence Avenue, SW
Washington, DC 20201
(877) 696-6775
www.os.dhhs.gov

United States Department of Housing and Urban Development
451 7th Street, SW
Washington, DC 20410
(202) 708-1112
www.hud.gov

The University of Texas Health Science Center at San Antonio, Aging Research and Education Center
7703 Floyd Curl Drive
Mail Code 7755
San Antonio, TX 78229-3900
(210) 567-4398
positivelyaging.uthscsa.edu

Positively Aging: Choices and Changes Aging Awareness/Heath Promotion Curriculum Project

Books

Carper, Jean. (1996). *Stop Aging Now*. Harper Perennial: New York, NY.

Kahn, Robert L. & Rowe, John Wallis. (1999). *Successful Aging*. Delacorte: New York, NY.

McFarland, Judy Linberg. (2000). *Aging Without Growing Old*. Western Front Limited: New York, NY.

Moody, Harry R. (2002). *Aging: Concepts and Controversies*. Sage Publications, Inc.: Thousand Oaks, CA.

Valliant, George E. (2002). *Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study of Adult Development*. Little Brown and Company: New York, NY.

Publications

CultureGrams
333 South 520 West Suite 360
Lindon, Utah 84042
(800) 528-6279
www.culturegram.com

The Curriculum Center for Family and Consumer Sciences, 1992. *Effective Management of Multiple Roles: Family and Work.*

Family, Career and Community Leaders of America, Inc., 1998. *Career Connection.*

Family, Career and Community Leaders of America, Inc., 1999. *Leaders at Work.*

New York Gerontology Elective Curriculum Resource Guide.
(Supported through a grant from the Ithaca College Gerontology Institute in Ithaca, New York) The guide was created to meet new content and commencement standards for New York State Family and Consumer Sciences within gerontology in the human development core and meet National Standards for Family and Consumer Sciences within the core of human development.

Available online at www.ithaca.edu/aging/guide

The University of Texas Health Science Center at San Antonio, Aging Research and Education Center
7703 Floyd Curl Drive
Mail Code 7755
San Antonio, TX 78229-3900
(210) 567-4398
positivelyaging.uthscsa.edu

Positively Aging: Choices and Changes Aging Awareness/Heath Promotion Curriculum Project

Videotapes

Association for Gerontology in Higher Education, Washington, DC.
www.aghe.org

- *Careers in Aging: Old Friends, New Faces*

The Curriculum Center for Family and Consumer Sciences
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/ccfcs

Videotapes available include:

- *disABILITY Awareness*
- *Goal Setting: Planning for Your Future*
- *Managing Multiples Roles*
- *Looking Great at Work*
- *Sell Yourself*
- *Job Search Strategies*

National Institute on Aging
Building 31, Room 5C27
31 Center Drive, MSC 2292
Bethesda, MD 20892
(301) 496-1752
nia.nih.gov

•*Exercise: A Video from the the National Institute on Aging (exercise videotape)*

Terra Nova Films (Quality films and videos on aging related topics)
9848 S. Winchester Avenue
Chicago, IL 60643
(800) 779-8491
www.terranova.org

Terra Nova is one of the primary businesses that offer visual media on aging for rental and purchase.

University of North Texas Media Library
Film & Video Collection on Aging
P.O. Box 305190
Denton, TX 76203-5190
Fax:(940) 369-7396
www.library.unt.edu/media/aging.htm

The Film & Video Collection on Aging is intended to make audiovisual media on aging available to the widest possible audience. The Collection is home to over 600 audiovisual titles concerned with different aspects of aging and long-term care, from feature films to clinical programs. The UNT Media Library maintains and circulates this collection of 16mm films and videos. All titles are available for rental by your institution for classroom showings or inservice education.

Video Placement Worldwide
25 2nd Street, N., Suite 180
St. Petersburg, FL 33702
(800) 358-5218
www.vpw.com

Web Sites

American Red Cross (Contact the nearest local chapter)
www.redcross.org

Centers for Disease Control and Prevention
www.cdc.gov

Children, Youth, and Families Education and Research Network (CYFERNET), Service of Cooperative Extension Service
www.cyfernet.org

The Eldercare Locator
(800) 677-1116
www.eldercare.gov

4Safety.com
www.4safety.com

National Association of Colleges and Employers
www.jobweb.com

National Fraud Information Center
www.fraud.org

National Highway Traffic Safety Administration
www.nhtsa.gov

National Network for Family Resiliency
www.nnfr.org

The Ohio State University Extension (Ohioline)
ohioline.osu.edu

The President's Council on Physical Fitness and Sports
fitness.gov

Secrets of Aging (A traveling exhibit developed by the Museum of Science in Boston in collaboration with Science Museum Exhibit Collaborative)
www.secretsofaging.org

Something to Remember Me By Legacy Project
www.tcpnow.com

Susan B. Komen Foundation (Breast Cancer Information)
(800) 462-9273
www.komen.org

Texas Cooperative Extension Service (Contact the Family and Consumer Sciences Agent in each county)
fcs.tamu.edu

Texas — Office of the Attorney General
www.oag.state.tx.us

Texas Workforce Commission
www.twc.state.tx.us

United States Census Bureau
www.census.gov

United States Consumer Product Safety Commission
www.cpsc.gov

United States Department of Agriculture
www.usda.gov

United States Department of Education
www.ed.gov/index.jsp

United States Department of Justice
www.usdoj.gov

United States Department of Labor
www.dol.gov

United States Department of Transportation
www.dot.gov

United States House of Representatives
www.house.gov

United States Postal Service
www.usps.gov

United States Senate
www.senate.gov

WebMD
www.webmd.com

TA 1

The Study of Older Adults—Before and After

Before	After
65 years old	
75 years old	
85 years old	

TA 2

T-Chart Template

Fact? or Fiction?

Linda M. Woolf, Ph.D., Webster University

Below are a series of statements; some are fact, some are factual, and some are fiction. Most are common beliefs held by most individuals in the United States. Check yourself to see how well you are able to separate fact from fiction.

1. The majority of older adults will become senile (defective memory, disoriented, demented) during old age.
2. Most older adults have no desire or capacity for sexual relations. In other words, most older adults are asexual.
3. Chronological age is the most important determinant of age.
4. Most older adults have difficulty adapting to change; they are set in their ways.
5. Physical handicaps are the primary factors limiting the activities of older adults.
6. Declines in all five senses normally occur in old age.
7. Older adults are incapable of learning new information; you can't teach an old dog new tricks.
8. Physical strength tends to decline in old age.
9. Intelligence declines with old age.
10. The majority of older adults say that they are happy most of the time.
11. The vast majority of older adults will at some point end up in a nursing home.
12. About 80% of older people say they are healthy enough to carry out their normal daily activities independently.
13. Most older adults are rejected by their children.
14. In general, most older adults tend to be pretty much alike.
15. The majority of older adults say that they are lonely.
16. Old age can be best characterized as a second childhood.
17. Over 12% of the population of the United States is over the age of 65.
18. Most older adults tend to be preoccupied with death.
19. Most older adults have incomes well below the poverty level.
20. Older people tend to become more religious as they age; as they deal with their own mortality.
21. Retirement is detrimental to an individual's health; six months ago he retired and now he's dead, retirement killed him.
22. Pain is a natural part of the aging process.
23. The majority of older adults say that they feel irritated or angry most of the time.
24. Rarely does someone over the age of 65 produce a great work of art, science, or scholarship.
25. With age comes wisdom.

Adapted from:

- Palmore, E. (1977). Facts on aging: A short quiz. The Gerontologist, 17, 315-320.
- Miller, R. B. & Dodder, R. A. (1980). A revision of Palmore's Facts on Aging Quiz. The Gerontologist, 20, 673-679.

Fact? or Fiction? Answer Key

1. The majority of older adults will become senile (defective memory, disoriented, demented) during old age.

Answer: False - Contrary to popular stereotype, dementia is not a normal part of aging or inevitable. Statistics will vary depending on the study, but most estimate that approximately 2-3 percent of older adults in their seventies experience some form of dementia, 5-10 percent of older adults in their eighties, and may jump to between 20-30 percent of older adults in the nineties. These statistics include mild as well as severe forms of dementia.

2. Most older adults have no desire or capacity for sexual relations. In other words, most older adults are asexual.

Answer: False - Contrary to myth and stereotype, sexuality continues to be an important aspect of an older adult's life. People continue to be sexual beings and enjoy sexual relationships through late adulthood. For the minority of older adults who experience physical problems that may limit their sexual expression, treatments are available. It is also important to remember that sexuality is not just a biological function. Sexuality includes the expression of feelings and self in a variety of ways in an intimate relationship and encompasses many aspects of ones being a man or a woman.

3. Chronological age is the most important determinant of age.

Answer: False - Individuals age in many different ways and the least important of those is chronological age. Chronological age is simply the number of years since one's birth. More important is functional age; how well one is able to function in their social environment. Three factors that make up functional age are psychological age, social age, and physiological/biological age. We have all met individuals who biologically are nearing the end of their lifespan but psychosocially are independent, creative, vibrant, and well able to meet life's challenges.

4. Most older adults have difficulty adapting to change; they are set in their ways.

Answer: False - Older adults are no more rigid than younger adults. This tends to be a relatively stable personality characteristic. Thus, individuals who are rigid and have difficulty adapting to change in young adulthood will probably have these same difficulties when they become older.

5. Physical handicaps are the primary factors limiting the activities of older adults.

Answer: False - The primary handicap that older adults experience is the result of age stereotyping and ageism. Both age stereotyping and ageism have a negative impact on the older adult. They serve to limit the activities and opportunities available to the older individual. For example, an older adult might be discouraged from attending college ("What's the point? You can't be interested in starting a new career.") or from dressing in a particular way ("People your age don't dress like that."). Ageism and age stereotyping may result in age discrimination. For example, a person may be fired from their job simply because of their age.

Fact? or Fiction?- Answers, cont'd.

6. Declines in all five senses normally occur in old age.

Answer: Mostly True - For the most part, all five senses decline in old age for individuals living in the United States. Some normal age declines are viewed cross-culturally and clearly documented (e.g., the changes that occur in the visual system with age). There are numerous changes that occur with vision that are highly correlated with age. However, the dramatic declines that are recorded to occur in the auditory system may be due more to the cumulative effects of noise than to age. Most individuals living in low-noise cultures (e.g. nomadic cultures, simple agrarian cultures) do not exhibit a loss of hearing with age.

7. Older adults are incapable of learning new information; you can't teach an old dog new tricks.

Answer: False - Older adults are capable of learning new information (as demonstrated by the number of older adults who are highly computer literate and actively involved on the WWW. There is some research that states that older adults may take a little longer to learn new information and may use different learning strategies (probably the result of generational differences). Research on memory (obviously highly related to ability to learn) is highly contradictory concerning changes with age. Research has clearly demonstrated, however, that the memory performance of healthy older adults can be improved with memory training (unless suffering from dementia). Thus, an older adult who is concerned about their memory might want to consider a memory training course/seminar.

8. Physical strength tends to decline in old age.

Answer: True - Physical strength does tend to decline with age. Of course, exercise can counteract and limit the amount of loss. Thus, someone who is 65 and exercises regularly may be (probably will be) in better shape and have greater physical strength than a 40-year-old couch potato.

9. Intelligence declines with old age.

Answer: Mostly False - Most older adults do not experience any decline in intellectual abilities with age. In fact, some forms of intelligence have been hypothesized to increase with age. However, some older adults do exhibit decline. There are several factors which may account for this decline. First, some diseases may lead to intellectual declines (e.g., cardiovascular diseases). Thus, the intellectual decline is the result of disease not age. Second, individuals who live in deprived environments demonstrate a loss of intellectual abilities (e.g., poverty, lack of intellectual stimulation). Of course, problems, such as impoverished environments, impact the intellectual performance of children as well.

10. The majority of older adults say that they are happy most of the time.

Answer: True - The majority of older adults report high levels of life satisfaction. The more socially active an individual is, the higher the life satisfaction. Thus, the importance of remaining involved in informal, intimate activities.
In addition, health is correlated with life satisfaction. Thus, individuals, of any age, who are in poor health are likely to experience lower levels of life satisfaction.

Fact? or Fiction?- Answers, cont'd.

11. The vast majority of older adults will at some point end up in a nursing home.

Answer: False - Contrary to myth, most older adults do not reside in a nursing home (more appropriately called a long-term care facility). In fact, only about 5 percent of older adults in the United States reside in a long-term care facility; 24 percent for those 85 or older. In addition, care facilities are no longer a place where one goes simply to die. One of the primary services these facilities provide is short-term care following hospitalization for a serious injury or illness. In addition, facilities may provide short-term respite care; a non-well older adult living with family may reside briefly in the facility to give the caregiving family a much needed vacation.

12. About 80% of older people say they are healthy enough to carry out their normal daily activities independently.

Answer: True - The vast majority of older adults have no increased need to depend on others any more than they did at other points during their adult years. They might need more help if they decide to move the furniture or reading fine print in a dimly lit restaurant. One does not see great impairment except as a function of illness (someone has a stroke, they need care whether they are 30 or 80), injury, or very old age (as one moves closer to their early nineties). Even those over 100 years of age may not need any significant assistance from friends or family.

Not only are older adults not significantly more dependent than young adults, but they are also highly capable of engaging in professional activities, work, new career, etc. This is highlighted by the fact that since the late 1960s, volunteerism among older adults has quadrupled, from 11 percent to 40 percent. One out of three individuals over the age of 75 are involved in volunteer activities.

13. Most older adults are rejected by their children.

Answer: False - Older adults are not rejected by their children simply as a function of their age. You will hear people say something like: "Mrs. Jones is 75 years old, living in a nursing home, and her children never visit. They have just tossed her away because she's old." Chances are Mrs. Jones and her children have other family issues that preclude close contact (e.g., they don't like each other).

In reality, studies have demonstrated that over 70 percent of older adults have a child living in close proximity (within 30 minutes). Over half of these individuals have visited with one of their children with two days prior to being surveyed. Close families do not fall apart simply because the parent has aged.

14. In general, most older adults tend to be pretty much alike.

Answer: False - In fact, the older adult population is the most diverse or heterogeneous age group. Development consists of an interaction of the individual (with all of their genetic and biological make-up) and the context within which they live. The older an individual gets, the greater the impact of the context. In other words, your life experience serves to change you in unique ways; you experience different people and life events, you make choices, and you learn. As all of this is different for everyone, each of these life experiences serves to increase people's

Fact? or Fiction?- Answers, cont'd.

diversity across the lifespan.
The only time older adults will demonstrate homogeneity is in response to disease. One should remember however that an individual suffering from Alzheimer's Disease at 67 will share similarities with another individual suffering from Alzheimer's Disease who is 34.

15. The majority of older adults say that they are lonely.

Answer: False - Loneliness is one of the greatest fears that people associate with old age. Yet, over two-thirds of older adults report being rarely or if ever lonely. This may parallel the degree of loneliness experienced by young and middle adults.
Often, this fear of loneliness is based on the thought of losing a spouse and subsequent isolation. This fear is not based on reality for most individuals. The majority of men remarry after the loss of a spouse. Women, however, are more likely to become involved in new social relationships and friendships with other widows.
Research has also demonstrated that urban living is associated with higher levels of loneliness. Individuals within a small town report lower levels of loneliness.

16. Old age can be best characterized as a second childhood.

Answer: False - The life span is undirectional. Older adults are adults and should be treated as such even if the elder is incapacitated by illness.
Additionally, myth asserts the reversal of roles between parent and child. Thus, the adult child caring for the non-well parent may say they have taken on the role of the parent and the elder has become the child. However, caring for a non-well parent is not the equivalent to role reversal. In fact, true role reversal is viewed as dysfunctional.

17. Over 12% of the population of the United States is over the age of 65.

Answer: True - The percent of older adults in the United States has been steadily increasing. In fact, the percent of individuals over 65 in the U.S. has risen from less than 5 percent in 1900 to approximately 12.5 percent in 1990, and is expected to reach 22.9 percent by the year 2050. The fastest growing population in the United States is the oldest of the old. In 1990, an estimated 36,000 individuals were over the age of 100.
These changing demographics of the United States (as well as other places e.g. Europe, parts of Asia) will have dramatic effects on all facets of culture and society.

18. Most older adults tend to be preoccupied with death.

Answer: False - Death is an inevitable factor of life. Attitudes towards death are highly variable but some general trends can be noted in the United States. In general, older adults are less anxious and more matter-of-fact about death. As one moves through the lifespan, they lose friends and family members and begin to accept their own mortality. This enables the older adult to speak more freely about death and dying.
Most young adults in the United States avoid thinking about or discussing death. Thus, if the topic of death is brought up by an older adult, they may be accused of being preoccupied with death. Rather, it is the younger adult who is preoccupied with not discussing death.

Fact? or Fiction?- Answers, cont'd.

19. Most older adults have incomes well below the poverty level.

Answer: False - The majority of older adults have incomes above the poverty level. However, this is somewhat deceptive as the Federal Poverty Line is lower for individuals 65 and over than for those under 65. In addition, we have the wealthiest older adult population in U.S. history.

	Male	Female
White	1034	646
African-American	602	419
Hispanic	568	426

The figures above represent the median incomes per month for indivuals 70 or older based on race and gender. The median means that 50 percent of the individuals in each category have less than the median income per month. For example, over half of older African American women had an income of less than 419 per month during the last U.S. census year of 1990. It should also be noted that in 1990, the poverty line for seniors was 437.91 per month. Clearly, one can be above the poverty line and still be forced to choose between housing, food, and medication.

20. Older people tend to become more religious as they age; as they deal with their own mortality.

Answer: False - Level of religiousity tends to remain fairly stable across the lifespan. Older adults do tend to be more religious than younger adults in the United States. However, as a cohort they have always been more religious reflecting the time and culture within which they were raised.

21. Retirement is detrimental to an individual's health; six months ago he retired and now he's dead, retirement killed him.

Answer: False - Retirement does not kill people. For the vast majority of older adults, retirement is a positive experience. There is high retirement satisfaction particularly for those who planned for their retirement. Those who tend to die following retirement usually retired because they were not well in the first place. Thus, an individual has a heart attack and decides to retire. They have another heart attack shortly there after and die. Retirement did not kill this individual; heart disease killed him/her.

22. Pain is a natural part of the aging process.

Answer: False - Pain is not a natural part of the aging process. Rather it is a sign of injury or illness. As such, pain should not be ignored. Unfortunately, too often people will attribute pain to aging and wait too long to seek medical help with negative outcomes.
A man goes to the doctor complaining of pain in his right knee. The doctor says to him, "You have to expect this. You are getting older". To which the man replies, "My other knee is just as old and it doesn't hurt."
It is true that some individuals will experience more pain as they age but this is the result of the accumulation of injury or illnesses. Thus, the pain is again due to injury/illness and not age.

Fact? or Fiction?- Answers, cont'd.

23. The majority of older adults say that they feel irritated or angry most of the time.

Answer: False - Older adults are no more angry or irritated than younger adults. Individuals who are angry or irritated a good portion of the time while younger will probably be individuals who are angry or irritated a good portion of the time in old age.

24. Rarely does someone over the age of 65 produce a great work of art, science, or scholarship.

Answer: False - The creative and scholarly work of older adults is truly amazing. One study demonstrated that the sixties (age not decade) are the most productive years for historians, botanists, inventors, philosophers, and writers. Whether it is Goethe finishing Faust at 82, Michelangelo finishing the dome of St. Peter's, or Cervantes writing Don Quixote at 68, the evidence for great works after 65 is clearly apparent. I. F. Stone authored The Trial of Socrates while in his eighties. In his acknowledgments, he wrote, "Finally, I pour a libation to my Macintosh word processor. Its large, fat, black 24-point Chicago Bold type enabled me to overcome a cataract and write the book." - thus, shattering many of the myths concerning aging.

25. With age comes wisdom.

Answer: Mostly False - Wisdom is a very illusive concept. Few studies have been conducted concerning wisdom and age as wisdom is difficult to define. A few studies that have sought to define the concept of wisdom and test for age differences. Research out of the Max Planck Institute in Berlin defines wisdom as an "expert judgement system in the fundamental pragmatics of life." Individuals possessing wisdom exercise insight, judgement, self-knowledge, and the ability to effectively manage their lives. Using this definition, the research has not found that older adults perform any better than younger adults. In other words, there were individuals both young and old who possessed wisdom. It should be noted however that some of the highest scorers were older adults.

Adusting to Later Life

Directions: Complete the column on ways to minimize changes.

Physical Changes

Ways to Minimize

decreasing flexibility
decreasing muscle strength
slowing down of organs and body systems
diminishing senses
susceptibility to illness

Psychological Changes

lowered self-worth
increased likelihood of depression
perceived loss of control

Social Changes

feeling "out of sync" with current values
feeling lonely

Economic Changes

decreased income dependent on unearned income
increased health-care expenses

Services for Older Adults Card File

Resource:

Address:

Telephone:

E-mail Address:

Contact Person:

Description of Services:

TA 6a

Brochure Assessment

Part A: Circle the number that indicates how effectively the brochure meets the stated criteria.

	3	2	1
Quality of Research	Accurate analysis of the research Reliable sources Three or more references used	Fair degree of accuracy Some reliability of resources Two references used	Basic information with inaccuracies Questionable reliability One reference used
	3	2	1
Application of Knowledge	Demonstrates in-depth understanding of the topic Accurately uses information in the brochure	Demonstrates general understanding of the topic Uses research information with a fair degree of accuracy in the brochure	Lacks understanding of the topic Uses only the basic parts of the information; several misconceptions
	3	2	1
Written Presentation	Well organized content Attractive, well-designed format Message is clear and easy to understand Typed or computer-formatted Strong eye appeal	Generally well-organized content Adequate design for format Message is sufficiently understood Typed or computer-formatted Adequate appeal	Unorganized content; hard to follow Unattractive format Message is difficult to understand Handwritten or type lacks neatness
	3	2	1
Creativity	Imaginative; originality demonstrated Graphics that make the work "come alive"	Adequate creativity Some use of graphics that add to the presentation	Lacks originality Few or no graphics used, or graphics do not relate to text

Brochure Assessment, Cont'd.

Part B: Write a paragraph that describes how you can use the knowledge gained from this activity.

Source: Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Used with permission.

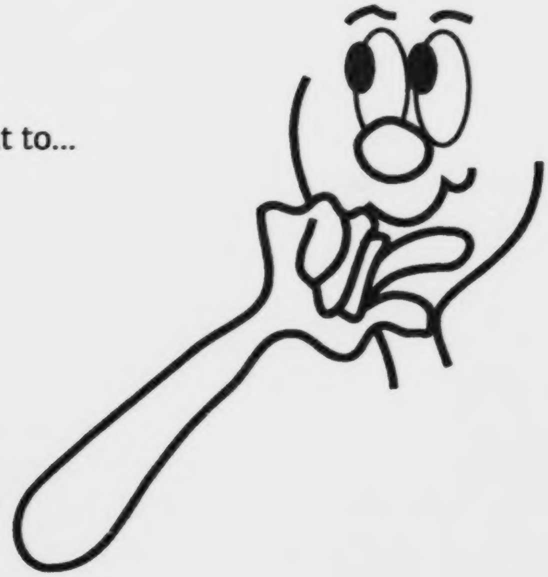
Find Someone Who...

1. Someone who was in World War II or their family member.
2. Someone who was in World War I or their family member.
3. Someone who has lived outside of Texas.
4. Someone who has had an unusual occupation.
   What was the occupation?
5. Someone who had more than five children.
   How many children?
6. Someone who has lived in another country.
7. Someone who loved comic books.
8. Someone whose favorite actor was Fred Astaire.
9. Someone whose favorite actress was Shirley Temple.
10. Someone who is the youngest in their family.
11. Someone who is the oldest in their family.
12. Someone who is the middle child.
13. Someone who remembers the first time they had electricity.
14. Someone who remembers their first car.
15. Someone who rode in buggies and wagons before they had a car.
16. Someone who rode horses.
17. Someone who likes to sing.
18. Someone who was responsible for caring for their brothers and sisters.
19. Someone who can tell you about the happiest day in their life.
20. Someone who remembers the first movie they saw in a theater.
21. Someone who remembers the price of an ice cream cone as a child.
22. Someone who remembers President Herbert Hoover.
23. Someone who remembers their first day of school.
24. Someone who remembers their first television.
25. Someone who remembers their first date.

Attitudes About Aging

Directions: Please complete the following phrases with brief statements, as honestly as possible. There are no right or wrong answers.

1. When I am an older adult, I will...
2. My favorite older person is...
3. An outstanding older person in the community is...
4. I look forward to aging because...
5. The worst part of aging is...
6. I expect to live until...
7. You'll know I am an older adult when...
8. Before I die, I will...
9. What I dislike most about older people is...
10. I wish I had lived during...
11. When my mother was young...
12. The best thing about a grandparent is...
13. When people ask me my age, I feel...
14. The ideal age is...
15. People should "act their age" because...
16. When you are old it is hard to...
17. Older persons live...
18. Older persons cannot...
19. When I am over 65, it will be easy to...
20. When I am over 65, it will be important to...



TA 9

Educational Avenues in the Field of Aging

There are three avenues to becoming a professional in the field of aging. The first two involve enrolling in a formal credit program at a college or university.

Some students choose aging as a specialty area within one of the traditional disciplines or professions (e.g., anthropology, architecture, biology, political science, psychology, sociology, medicine, nursing, social work, health-related professions).

Others opt for a degree or major in gerontology. For those seeking formal training in aging, there are over 500 colleges and universities that offer more than 1,000 credit programs in aging. Over 1,000 additional schools offer course work and adult or continuing education programs that provide information on aging to older persons and others in the community for personal use and/or upgrading specific skills. Programs are available to meet different individual interests and objectives.

Instruction in gerontology is available at all educational levels.

Associate level–community college programs train people through specific course in gerontology and skill training experiences. The course can lead to an A.A. degree or a certificate or emphasis in gerontology. Credits earned in these community college programs can usually be used toward a four-year degree. Students in these education and training programs generally seek entry-level jobs or advancement in their current employment.

Bachelor's level–many colleges and universities offer a major or bachelor's degree in gerontology or a certificate, minor, or a specialization in aging to complement a traditional academic major. A field experience usually is required. Graduates are qualified for entry-level or mid-level jobs as practitioners and planners in local and state agencies offering programs and services to older persons.

Master's level–Nearly 100 universities offer a master's degree in gerontology. Master's level training prepares professionals to become skilled administrators, planners, and practitioners. Many universities offer graduate specializations which permit students to major in another academic or clinical field with a specialization in aging.

Doctoral level–Some universities offer doctoral level specializations in aging with other academic and clinical departments. A few universities offer a Ph.D. in gerontology. Doctoral programs prepare students for careers in research, teaching, administration, or clinical practice.

Postdoctoral level–Postdoctoral training programs or fellowships are available in gerontology and geriatrics. Many of these are funded through federal agencies and can be completed in academic or clinical settings.

Continuing Education–For some, continuing education is the logical choice. Non-credit programs may be designed for those preparing for new careers, for people already working who want additional knowledge about aging, or for individuals seeking to enrich their lives. Continuing education is offered by colleges and universities, professional and aging associations, hospitals, training firms, and businesses. In some professions, such as social work, counseling, and nursing, continuing education is required to maintain a license or certificate.

TA 10

Educational Programs

The College of Health and Human Sciences, Oregon State University
www.hhs.oregonstate.edu/gerontology/index.html

The Gerontology Program, University of North Carolina at Charlotte
www.uncc.edu/geront/

Gerontology Programs, George Mason University
www.gmu.edu/departments/gerontology/pmain.htm

Center for Studies in Aging, University of North Texas
www.unt.edu/aging

Gerontology Program, Hofstra University
www.hofstra.edu/Academics/SOEAHS/CSRS/Gerontology/index_Gerontology.cfm

Ithaca College Gerontology Institute
www.ithaca.edu/aging/

College of Social Science, Michigan State University
www.ssc.msu.edu

The Andrus Gerontology Center, University of Southern California
www.usc.edu/dept/gero/

Gerontology Program, Arizona State University West
www.west.asu.edu/chs/grn/

College of Social and Behavioral Sciences, University of Northern Iowa
www.csbs.uni.edu

Center for Active Retirement Education, Kennesaw State University
www.kennesaw.edu/CAREing/

College of Health and Human Services, San Francisco State University
chhsweb.sfsu.edu/

Excellence

Internet Search

Name of Web Site	URL	Occupation	Education

TA 12

Sample Visual Display Rubric

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project or often distracted others.
Graphics Clarity	Graphics are all in focus and the content easily viewed and identified from six ft. away.	Most graphics are in focus and the content easily viewed and identified from six ft. away.	Some graphics are in focus and the content easily viewed and identified from six ft. away.	Many graphics are not clear or are too small.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but one of the required elements are included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is one error in capitalization or punctuation.	There are two errors in capitalization or punctuation.	There are more than two errors in capitalization or punctuation.

Rubric created on-line at Rubistar Homepage: rubistar.4teachers.org

Entrepreneurial Opportunities

Details to Students:

- Project must be in a folder or binder for grading
- Project must be typed or computer-generated
- Project may be for individuals or groups of two or three (no more than three in a group)

Project Components:

I. Title Page
    Your name (group member names if applicable)
    Business name
    Slogan or business logo

II. Table of Contents
    Content Pages:
        Business Description (Tell about your business)
            - philosophy statement or summary of goals
            - types of services
            - hours of operation
            - demographics (customers: consider age, gender, lifestyle)
            - community survey data/market research (You MUST develop a survey and survey at least 10 people to determine whether there is a need/want for your business. List, chart, graph, or present these results.)
        Facility (Use Teaching Aid 13c, Entrepreneurial Opportunities–Equipment and Supplies, to list items and estimate cost.)
            - floor plan
            - space (location, size, purchase or rent, home-based business, and other factors)
            - description (equipment, supplies, and so forth)
            - utilities (what is needed and how it is arranged)
            - emergency procedures (building evacuations, include for second story facility if necessary and handicapped adaptions)
        Organizational Chart (Employees)
            - job titles
            - tasks
        Funding for Business (amount of money needed and funding source)
            - methods/sources
            - fee structure/income

Entrepreneurial Opportunities, cont'd.

Budget (Use Teaching Aid 13d, Entrepreneurial Opportunities–Budget, to list products or services and calculate a total profit or loss.)
- income (initial set up and monthly expenses)
- expenditures (include percent of home business, advertising, employee benefits, supplies, equipment, taxes, and other expenses)
- supplies and equipment include the following list:
  - suppliers
  - inventory
  - maintenance and repair
  - replacement costs

Personnel Management
- hiring procedures
- salaries and benefits
- policies and procedures
- evaluations/appraisals

Laws, Regulations, and Codes
- health
- environment
- fire
- insurance
- zoning
- local, county, state codes

Advertising/Recruitment
- advertising plan
- sample advertisements (can be written, computer-generated, videotaped)
- plan for recruiting customers/clients
- special events

Resources Used

III. Floor Plan (if applicable)

Prepare an Oral Presentation of Projects.

Entrepreneurial Opportunities—Equipment and Supplies

# Item	Lease	Rent	Borrow	Buy Used	Buy New	Estimated Cost
					Total	

TA 13d

ENTREPRENEURIAL OPPORTUNITIES—BUDGET

BUDGET—EXPENSES

Product or Services	# per Week	Cost per Item	Total
		Total	

BUDGET—EXPENSES

Product or Services	# per Week	Cost per Item	Income per Item
		Total	

PROFIT/LOSS

Income ______________

Expenses ______________

Total Profit ______________

Total Loss ______________

TA 14

Career Opportunities in Services for Older Adults

Anna Reyes is a 70 year old woman living at the Brazos Assisted Living Center. Anna is confined to a wheelchair but is in relatively good health. Dr. Hall, a geriatric physician, says that she should live to be 100 years old.

Connie, the director of nursing, at the Center calls Anna one of their favorite residents. Anna is always cheerful and greets everyone that comes to visit the Center. Martin, the recreational director and Penny, the activities director, often call on Anna to help encourage the residents to participate in different events.

Anna loves to paint ceramics and plays a mean game of 42 (a domino game), as well as canasta (a card game). She also enjoys playing the piano. Sometimes, she gives Nate, the recreational assistant, a few piano lessons. Nate is a senior in high school and is enrolled in the FCSCP program.

Mrs. J, the director of nutrition and food service, often gets the residents to suggest menu selections. Anna is always one of the first to speak up. She is quite fond of tomatoes and cherry pie.

Anna is able to go to the dining room and enjoys the company of all of the other residents and employees. Also, Anna loves to travel in the Center's van to various activities. Residents often eat out at a local restaurant and shop at a nearby store. Sometimes, the residents attend concerts, parades, and other community events. Thomas drives the resident van. He is always available to take the residents on different outings and to appointments, such as the doctor.

Management of Multiple Roles

The society of the 21st century is complex. Men and women are faced with the challenge of managing the roles of spouse, parent, community member, and wage-earner. Family leaders realize that role sharing, role flexibility, and development of support systems are needed to enjoy a desired pattern of living. More fathers are sharing the responsibility for household chores and child care, and more mothers working part-time or full-time are examples of role sharing and role flexibility. As couples try out new ways to handle work and family responsibilities, they discover that moving away from traditional roles is uncomfortable to them and may result in criticism and pressure from those close to them. Support and communication are necessary to help family leaders manage their roles.

Many individuals have no difficulty accepting multiple roles that are necessary because of a changing employment and family structure. Some individuals readily accept family members sharing both employment and homemaker roles. These shared roles may be referred to as integrated or egalitarian roles. Role integration is the lessening of the distinction of work roles for males and females. Role integration allows family members, regardless of sex, to do what needs to be done to maintain a positive, stable family life. Integration of roles is more likely to be successful when partners discover and use their strengths and interests. Communication and mutual support are needed to make role integration successful.

If role adjustments are not made, productivity at home and work can be affected. Lack of role adjustment can lead to frustration and dissatisfaction with family life. Persons must learn to balance the needs and responsibilities of their roles as an individual, a family member, and an employee. Each area may be competing with the others for time and energy.

Strategies for Resolving Role Conflicts

Specific strategies that can help maintain a balance between individual, work, and family life are as follows:

- **trade offs** – behaviors, activities, and responsibilities left undone to fulfill others. Making a trade off means deciding or being forced to spend time and energy on one activity over another and thus giving up another activity permanently or temporarily.
- **role priorities and role sharing** – clarify roles and decide which one is most important and how much time and energy to give to each one. Role sharing prevents role overload for one family member. It may occur with children who benefit by gaining a broader base of skills, developing independence, and gaining more nurturance from the parents. With role sharing, personal standards and expectations may have to be adapted. For example, standards for

TA 15b

Strategies for Resolving Role Conflicts, cont'd.

a "clean" home may have to be altered. Extended family members, aides, house cleaners, and service people may have to assume some of these tasks.

- ♦ **role sharing success** – Give a task to someone, give instruction, monitor results, and change expectations of results of the completed task.
  - ☞Treat spouses as partners in management and communicate expectations and appreciation.
  - ☞Clarify the difference between helping out and taking responsibility.
  - ☞When one owns the task, the individual takes the responsibility of carrying it out.
  - ☞Teach children a wide variety of skills needed to maintain a household; do not rely on traditional gender role expectations for children.
  - ☞Allow time for training and transition when delegating new roles to family members.
  - ☞Recognize that children gain valuable skills when they are given responsibility for their own upkeep and share roles for family tasks.
  - ☞Realize that "no" and "wait" may have to be said to allow time for rest. It is only human for family members to expect everything to be done by the person who's always been doing it before and to not appreciate the doer.
  - ☞Review priorities and standards. Consider relationships versus household needs. Standards may have to be lowered to encourage ownership of tasks and to develop self-confidence in the doer.
  - ☞Communicate family priorities and expectations and standards often.
  - ☞People often have questions or concerns when changes are made. Part of being a "change agent" is being a teacher and helping family members realize how certain role sharing ideas are beneficial.
- ♦ **support** – Social support involves feelings of esteem, love, respect, and belonging we get from family, friends, co-workers, community, and society. These sources become one's social support network.
  - ☞At times of stress or change, social support networks can be helpful in helping one cope with changes.
  - ☞Helpful support may come from family and peers facing the same challenges.
  - ☞Social support networks and the esteem, support, and respect they furnish are helpful in making difficult changes in role fulfillment.

Source: Kansas State Department of Education, 1994. *Balancing Work and Family.* Used with permission.

Where Do You Look for Jobs?

1. School Personnel

⇒ counselors
⇒ teachers
⇒ high school or college job placement office

2. Network of Family and Friends

⇒ a list of family and friends who can help you with job leads in the field where you have interest
⇒ entrepreneurs you know

3. Employment Agencies

⇒ people seeking jobs meet with counselors at the employment agency; the counselor contacts various employers
⇒ private employment agencies—operated by people trying to make a profit
⇒ public employment offices—operated by federal or state government with free services (e.g., Texas Workforce Commission)

4. Newspaper

⇒ "help wanted" ads with information on salary and job responsibilities
⇒ profile of local business community—growing businesses, employment trends, and announcements of promotions

5. Government Offices

⇒ city, county, regional, state or federal levels

6. Job Postings by Employers, Professional Organizations, or Trade Publications

⇒ go to Web sites for big business and professional organizations
⇒ trade publications may list positions available for employment in specific career concentrations

Letter of Inquiry

A letter of inquiry is an initial letter written to an employer to inquire about applying for a job. Following are suggestions for writing a letter of inquiry.

Give the **title of the job** for which you are applying. If you learned about the job through a newspaper ad, be sure to reference the **name and date of the newspaper**. The employer may be running more than one ad and will want to know which one you are answering.

Briefly describe your job **qualifications and experience**, focusing on things you have done that would qualify you for the advertised position. You want to let the employer know why you would be a good candidate for the position.

If you have no work experience, mention **volunteer experience, special interests, or anything about you that would convince the employer** that you are qualified for the job.

Offer to provide references or additional information upon request.

End the letter by **asking for an interview** and letting the employer know **where to call you**.

✍**An important note:**
Be sure to respond to a newspaper advertisement as soon as possible. If you delay, you may miss out on a job opportunity.

TA 18

Guidelines for Writing Resumés

The following guidelines should be observed when writing a resumé:

- Type the resumé. Use one-inch margins and double space between paragraphs. A resumé should be one standard (8 1/2" x 11") page in length. It is not acceptable to present a resumé in handwritten form. The font should be about 12 point and easy to read.
- Check the resumé for spelling and grammatical errors.
- Use action verbs to describe job duties. Examples of action verbs include the following: *design, compose, develop, maintain, schedule, supervise, plan, prepare,* and *monitor.*
- Include information relevant to the position being sought.
- List the most recent accomplishments first in the work experience and education sections of the resumé.
- Use a positive style of writing. Emphasize accomplishments rather than failures.

Sample Resumé

Chris Fowler
2525 37th Street
Dallas, Texas, 78880
(531) 279-0732
cfowler@email.com

Employment Objective	Recreation Assistant; available afternoons, weekends, and during school breaks	
Education	20xx-present	North High School; Dallas, Texas
	Honors:	Honor student, "A" average North High School Student of the Month
Work Experience	20xx	Volunteered on weekends Flower Mound Assisted Living Ctr. Dallas, Texas
	Summer 20xx	Provided patient assistance (Candy Striper) Live Oak Hospital Dallas, Texas
Activities	Yearbook Editor Basketball Youth Fellowship	Student Council FCCLA
References	Available upon request.	

TA 19

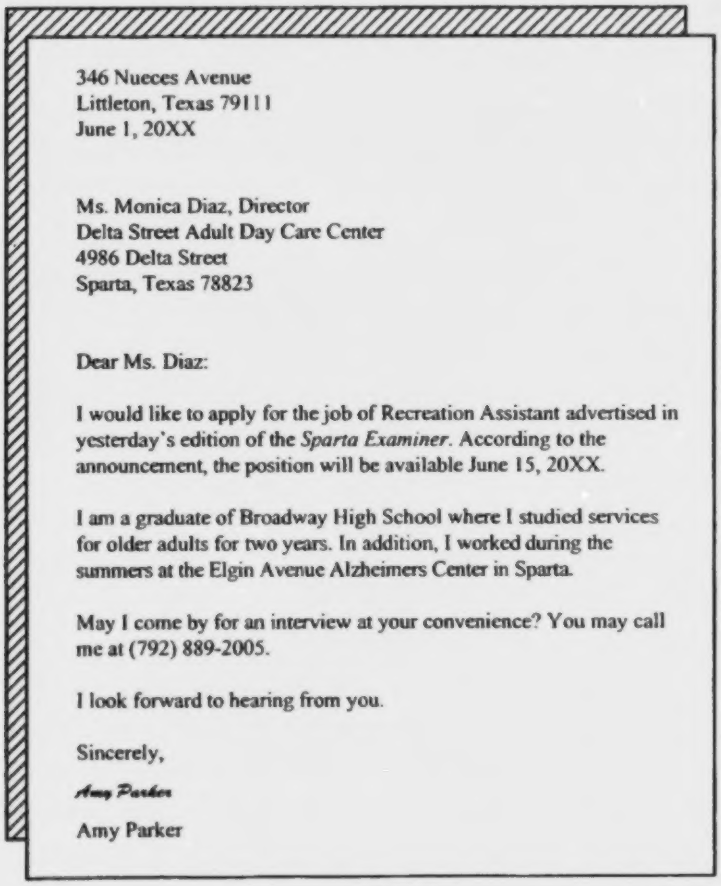
Guidelines for Writing Letters of Application

A ***letter of application*** is sent on the following occasions:

- When answering a newspaper want ad
- As a cover letter when mailing a resumé to a prospective employer
- When contacting an employer who lives in another city

Guidelines for writing letters of application are as follows:

- Type the letters of application on good quality, letter-sized (8 1/2" x 11") white or off-white paper. The letter should be neat in appearance, and there should be no typing or grammatical errors.
- Use the correct name and title of the person to whom you are writing.
- Indicate the position for which you are applying.
- If applicable, mention the name of a person who has referred you to the employer.
- Explain why you would be of value to the employer.
- In closing, request an interview.
- Keep the letter short and concise. An application letter should be one page long.
- Include your name, address, e-mail address, and phone number so the employer knows where to contact you.



346 Nueces Avenue
Littleton, Texas 79111
June 1, 20XX

Ms. Monica Diaz, Director
Delta Street Adult Day Care Center
4986 Delta Street
Sparta, Texas 78823

Dear Ms. Diaz:

I would like to apply for the job of Recreation Assistant advertised in yesterday's edition of the *Sparta Examiner*. According to the announcement, the position will be available June 15, 20XX.

I am a graduate of Broadway High School where I studied services for older adults for two years. In addition, I worked during the summers at the Elgin Avenue Alzheimers Center in Sparta.

May I come by for an interview at your convenience? You may call me at (792) 889-2005.

I look forward to hearing from you.

Sincerely,

Amy Parker

Amy Parker

Guidelines for Completing Job Applications

In order to be prepared to provide a factual account of information involving past work experiences, education, personal characteristics, and skills, an individual should prepare a list of these facts to refer to when completing the job application. The list should include the following information:

- ✍ Social security number
- ✍ References (names, job titles, addresses, and telephone numbers)
- ✍ Former employers (names, job titles, addresses, telephone numbers, and dates of employment)
- ✍ Record of education (courses taken and grades received or a transcript)
- ✍ Community or school activities, honors, skills, hobbies, and interests

A *job application* must be completed neatly and precisely. The following suggestions can help an individual effectively complete a job application. Read the entire application to make sure all questions are understood.

- ✍ Follow the instructions carefully.
- ✍ Print or write neatly and clearly.
- ✍ Use an ink pen, preferably black.
- ✍ Answer each question. Do not leave questions blank. If a question does not apply to you, write NA (not applicable) in the space, or draw a line through the space.
- ✍ Spell correctly. Use your list of facts to check the spelling of names of past employers and references.
- ✍ Answer all questions honestly.
- ✍ Include area codes and zip codes in all telephone numbers and addresses that are requested.
- ✍ Use the word *open* or *negotiable* to answer questions regarding expected salary.
- ✍ List all part-time and full-time jobs you have had. Always avoid negative comments when reasons for leaving are requested.
- ✍ Emphasize special courses, experiences, on-the-job training, or hobbies that have provided skills necessary for the position.
- ✍ Include any special licenses held or certificates received.

Sample Job Application

Complete this job application form as completely, neatly, and accurately as possible.

General Information

Date:________ Last Name:________________ First Name:________________ MI: ___
Home Phone:__________ Street Address:________________________
City:______________ State:______ Zip: _______ e-mail address: ____________

Employment History

From:______ To:______
Employer:________________
Address:________________
Supervisor's Name:____________
Duties Performed:____________
____
____
Reason for Leaving:____________

From:______ To:______
Employer:________________
Address:________________
Supervisor's Name:____________
Duties Performed:____________
____
____
Reason for Leaving:____________

Education

Name of School:______________
Address:________________
Date of Graduation:____________
Degree Received:______________

Name of School:______________
Address:________________
Date of Graduation:____________
Degree Received:______________

Other Information

List any awards, special talents, or interests you have:
____
____

List the names, addresses, and phone numbers of three references (not related to you):
1. ____
2. ____
3. ____

Date available for employment: ____________________

List skills and training in which you have experience:
____
____
____
____

I acknowledge that the above information is true to the best of my knowledge.

Signature ____________________ Date ________________

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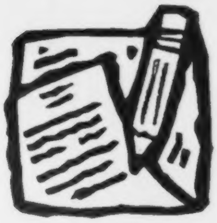
Interview Questions

Prepare yourself for the job interviews by writing the answers to the following questions on your own paper.

- What type of work do you want to do? Why?
- What qualifications do you have for this type of work?
- Why did you choose this particular field of work?
- Why did you select our company?
- What work experience have you had?
- What do you know about our company?
- What is your background and experience?
- Are you interested in a training program?
- Is the size of our company important to you? Why?
- Do you have any questions about our company?
- What contributions can you make to our company?
- What are your strengths and weaknesses?
- What strengths can you bring to a job at our company?
- What subjects have you liked the most and the least in school?
- What are your hobbies and interests?
- What type of leadership experience do you have?
- Do you have any plans for further self-improvement?
- What was your major achievement in high school?
- What starting salary or wage do you expect?

TA 23



Sample Follow-up Letter

2456 Creekmore Lane
Topper, Texas 70047
July 15, 20XX

Ms. Consuela Gomez
Cornerstone Assisted Living Center
7833 Hooper Street
Topper, Texas 70047

Dear Ms. Gomez:

Thank you for the time you spent interviewing me for the assistant activities director position at Cornerstone Assisted Living Center. After discussing this job with you, I am very interested in the position. I believe my family and consumer sciences classes and my experience at the Topper Town Adult Day Care Center have prepared me well for this type of job.

If you need any additional information, please contact me at the above address, at (806) 045-4859, or lturner@email.com.

Sincerely,

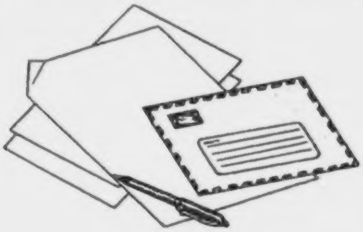
Luke Turner

Luke Turner

Guidelines for Terminating Employment

There are many reasons to terminate or leave a job. The decision to terminate a job should be made carefully. When an individual decides to leave a job, he or she should try to leave on good terms. Guidelines for a positive termination include the following:

- A notice of intent to leave a job should be given to the immediate supervisor.
- A letter of resignation (a written notice) should be given if required by company policy.
- Notice of termination should be given soon enough for the employer to find a replacement by the time the job is vacated.
- It is customary to give at least a two-week notice or a four-week notice if the employee is paid once a month.



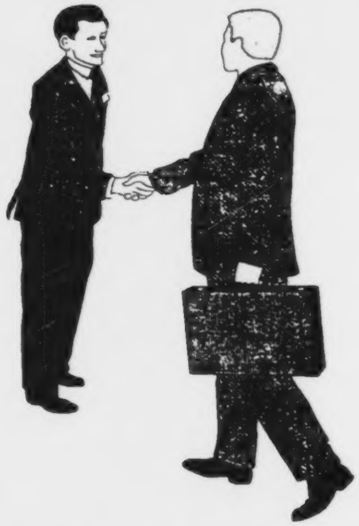
Tips for writing a letter of resignation:

Tell when you want to quit the job.
Thank the employer for her or his help.
Tell why you are quitting if appropriate (*optional*).
Tell where you will be working in the future (*optional*).
Type a neat, concise letter following a business format.

TA 25

Suggested Obligations in Terminating Employment

For the Employee:



- Leave on good terms.
- Job search away from work.
- Continue to work efficiently and well on the present position while searching for new employment.
- Be an honest, dependable, and trustworthy employee.
- Give ample notice to the employer before taking a new position.
- If appropriate, offer to train the replacement.

For the Employer:

- Clearly state work expectations, career-related duties, hours, and benefits to employees.
- Explain the obligations of employees in terminating employment.
- If appropriate, explain that the employee is expected to help find and/or train a replacement when terminating employment.
- Create a safe work environment for employees.
- Build a good relationship with employees.

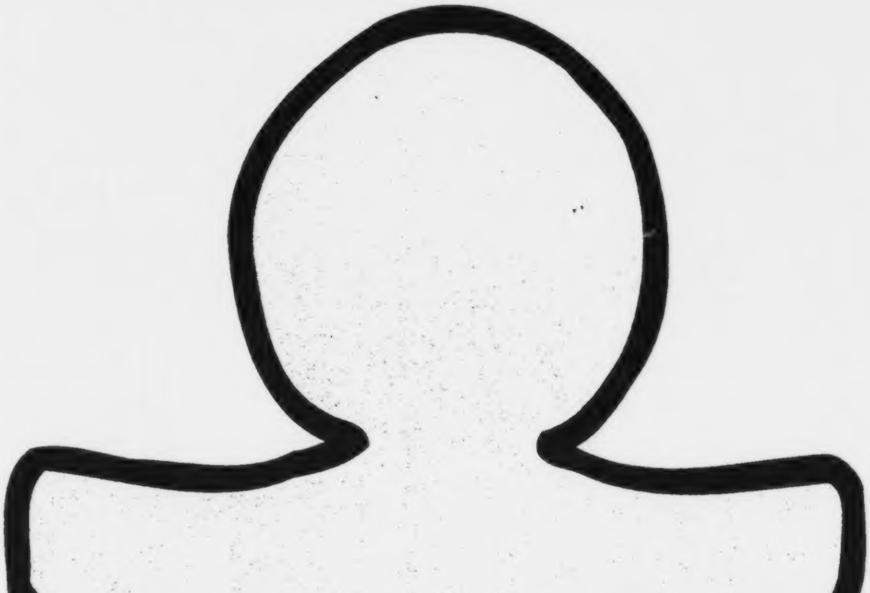
Differentiating the Levels of Electronic Portfolio Implementation *

0	1	2	3	4	5
All documents are in paper format. Some portfolio data may be stored on videotape.	All documents are in digital file formats, using word processing or other commonly-used software, and stored in electronic folders on a hard drive, floppy diskette, or LAN server.	Portfolio data is entered into a structured format, such as a database or HyperStudio template or slide show (PowerPoint or AppleWorks) and stored on a hard drive, Zip, floppy diskette, or LAN server.	Documents are translated into Portable Format with "hyperlinks" between standards, artifacts, and reflections using Adobe Acrobat Exchange and stored on a hard drive, Zip, Jaz, CD-R/W, or LAN server.	Documents are translated into HTML, complete with "hyperlinks" between standards, artifacts, and reflections, using a web authoring program and posted to a WWW server.	Portfolio is organized with a multimedia authoring program. Incorporating digital sound and video is converted to digital format and pressed to a CD-R/W or posted to WWW in streaming format.

***Scale rating**: 0=little or no technology to 5=sophisticated multimedia programs

Adapted From: http://transition.alaska.edu/www/portfolios/toolsarticle.html#BM4

The Ideal Professional



Ethics

Ethics: *the moral conduct that is expected of all persons working within a profession*

- Includes the knowledge and practice of right and wrong, confidentiality, and moral behavior
- Involves honesty, integrity, and respect for self and others

TA 29

Effects of Aging on Some Older Adults

Allow 10 minutes for class preparation. Have the students make the following preparations. Add others where needed.

Select a class period that will have several papers distributed and movement for this activity. This activity is to demonstrate problems some of the older adults encounter on a daily basis. At the beginning of class, allow about 10 minutes for preparation. Each student will assume the problem. Some examples are as follows:

> After the preparations, have the students help distribute the papers. Help one another with the assignment. Have as much movement for students that will coincide with the lesson, i.e., studying vocabulary, physical condition for work, etc. Petroleum jelly or lotion on glasses (poor vision). Tape finger with tape (arthritis). Tape or use rulers taped on knees (arthritis). Pebbles in shoes (corns or foot discomfort). Walkers, wheelchairs, etc.

Students are to assume one or more of the following:

- Petroleum jelly on eyeglasses–eyesight
- Ear plugs–hearing
- Taped finger (may use splints)–arthritis
- Pebbles in shoes–feet problems
- Ankles and knees taped (may use splints)–poor leg circulation
- Use walker, wheelchair, etc.
- One arm in sling–arthritis
- Someone to stay bent over–back problems

Some students should have multiple problems.

Option 1
After preparation, students will proceed with the class period. After preparation, conduct a regular class having the students read, distribute papers, work on computer assignments, take notes (speedily), etc.

Option 2
Assign home-type daily responsibilities to the students. Such as:

- Applying make-up with petroleum jelly eyeglasses
- Folding laundry
- Putting laundry in higher cabinets
- Changing light bulbs
- Preparing meals or nutritious snacks
- Cleaning kitchen
- Vacuuming
- Dusting
- Cleaning windows or mirrors

Sensitizing People to the Processes of Aging: A Simulation

The following activities were developed to help people experience some of the sensory changes that older adults may experience. These may be used with small or large groups. With a large group, divide into small groups and provide each group with a different simulation. Each group can then share their feelings with the total group. Use the corresponding "Sensory Change" handouts after each activity.

Becoming Sensitive to Changes in Sight

1. Obtain a set of swimmer's goggles and:
    a. Attach yellow transparent plastic paper on the lenses to represent the yellowing of the lens of the eye.
    b. Look through a sheet of black paper with two small cirlces cut so that one sees through the circles to depict tunnel vision.
    Then have participants copy a list of words from a chart.
2. Vary the light intensity of the room slowly and dramatically to illustrate the circumstances of light and dark adaptation. Ask participant to read the first word on the chart.
3. Use totally blackened goggles to represent blindness.

Becoming Sensitive to Changes in Hearing

1. Use a set of swimmer's ear plugs, ear muffs or stocking hat to dull the sound of people talking. Give the person directions on how to accomplish a simple task such as separating an egg. Time the people to illustrate how hearing loss may affect how fast a person accomplishes a given assignment.
2. Use speech itself as a training tool.
    a. Have two or three people give instructions to a person at the same time. Ask the person to repeat the instructions given.
    b. Have different people with different voice levels read aloud the same passage from behind a screen.
    c. Have people speak at differing speeds.
3. Do not forget the interrelation of vision and hearing. Have a blindfolded person listen to instructions which are given at a fast pace. This will illustrate how often we depend upon seeing someone talk to hear what they are saying.

Becoming Sensitive to Changes in Touch

1. Plastic Gloves: Through the use of plastic gloves, the person can simulate difficulties in distinguishing water temperatures and in grasping small objects. Ask participant to pick up a small square piece of paper from the table.
2. Have the students put their finger tips in a bowl of ice for a short period of time allowing the fingers to become desensitized.
3. Have the person wear a pair of thick gloves and then have him tie his shoe or do any other similar intricate task...button a shirt or buckle a belt.

Sensitizing People to the Processes of Aging: A Simulation, cont'd.

Becoming Sensitive to Changes in Dexterity

1. One-handed exercises will demonstrate the difficulty encountered by a person who is missing a limb or who has lost the use of a limb. Have participants try to write their names using their left hand.
2. Take masking tape and place it around several fingers and/or joints to represent a missing finger or stiffened joint. Have participants unscrew a jar lid or open a can.
3. Use elastic bandages to totally or partially disrupt the functioning of one limb, such as a leg, knee joint, or elbow.

Becoming Sensitive to Changes in Taste

1. Block out the visual and smelling capacities of the person by use of a blindfold and have them hold their noses closed. Then, have him identify:
   a. An apple versus a potato (food with similar textures)
   b. A potato chip versus a corn chip
2. Blindfold participants and get them to identify substances, such as oranges, cooked beef, or pudding, that have been pureed in a blender. Texture no longer aids in identification.

Becoming Sensitive to Changes in Smell

1. Have participants hold their noses closed. Have them describe what it is they smell or taste. Use a range of foods: apples, oranges, peanut butter, and chocolate.
2. Blindfold participants and present them with a variety of odors which they have to identify. Be certain to use a range of odors.
3. Use one strong odor, such as musk oil, to mask other odors. Then have the participants try to tell you what the other odors are.

Becoming Sensitive to Changes in Mobility and Balance

1. Have people attempt to carry a set of packages in their hand while trying to use a walker or a cane. Note how few women have pockets in which to carry possessions when they have to use a walker.
2. Set a person in a desk chair and spin him around a few times. Then ask him to walk in a straight line. A person who is having mobility problems will have a similar kind of dizziness.
3. Attach heavy sponge rubber on the bottom of a pair of shoes or put the right shoe on the left foot, etc. and have the person walk in them. Be certain to use ill-fitting shoes since many people, particularly older people, do not have adequate foot wear.

Adapted from *Sensitizing People to the Processes of Aging: The In-Service Educator's Guide* by Marvin Ernst and Herbert Shore, Dallas Geriatric Research Institute, 1977. Distributed by: Judith L. Warren, Ph.D., Extension Program Leader and Professor and Extension Gerontology Specialist, Family Development and Resource Management, Texas Cooperative Extension, Texas a&m University, College Station, Texas 2002.

Changes in Vision

Vision Changes:

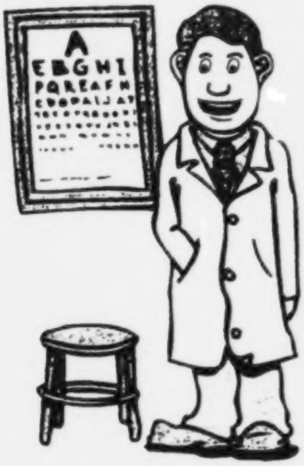
- Farsightedness–inability to see close objects clearly–loss of elasticity of lens
- Sensitivity to light and glare–"night blindness"
- Visual activity or clarity–lose gradually with age
- Color vision–changes in filtering
- Cataracts–95 percent of all cataract surgery is successful
- Blindness–glaucoma, arteriosclerosis, hypertension, diabetes

Vision difficulties may produce these behaviors:

- Coordination difficulties (buttoning, finding food on a plate)
- Tunnel vision (positioning of objects seemingly ignored)
- Visual hallucinations–rapidly move at edge of vision field
- Squinting
- Color selection–bright over dull colored objects
- Uncontrolled eye movement
- Depth perception–spilling food or drink
- Inability to copy
- Difficulty distinguishing an object from its background

Actions you may take:

- Position objects in vision field
- Position objects consistently
- Label objects
- Simplify visual field
- Use bright colors
- Give verbal indication of actions
- Provide compensators–taste, smell, etc.



Changes in Hearing

Hearing Changes:

- Impact may be greater than other losses
- Source of loss
- Auditory nerve
- Structure of ear
- Deterioration of brain
- Decreased ability to hear ***intensity*** or ***volume*** of sound
- Decreased ability to hear ***pitch*** of sound–especially high pitched sounds. Shouting (increased intensity and pitch) does not aid ***hearing***
- Decreased ability to discriminate between similar words

Hearing difficulties may produce these behaviors:

- Increased volume of speaking, shouting
- Tipping head or moving position to facilitate hearing
- Asking for things to be repeated or confusing words
- Blank looks–disorientation–inappropriate responses, "yes" or nods when not really understanding
- Isolation–withdrawal from social participation
- Not reacting–slammed door, loud noise
- Emotional upset–hyperactivity, frustration, and anger. It is a typical and normal reaction not to admit but to lash out.

Actions you may take:

- Stand in front of the person you are speaking to (give them an opportunity to read lips)
- Make sure he is aware that you are addressing him; touch the person slowly to assure attention
- Use gestures or objects to illustrate message, point in direction
- Use short sentences
- Attempt to speak to "good" ear

Changes in Touch

Tactile Changes:

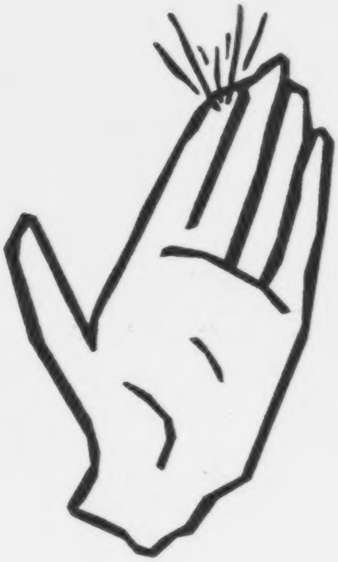
- Reduced tactile sensations–touch messages don't get sent to brain; can't tie shoes if can't feel shoe laces; can't respond to heat (hand on hot object–iron or stove) if you can't feel heat – e.g., bruise–don't know it–children and others can react–"Oh, Mother, you are so careless (blaming)"
- Textures, temperatures, other discriminations are difficult cause:
    - Parkinson's disease
    - Small cardiovascular accidents unnoticed cause sensory difficulties
    - Lack of **blood flow** to hands–due to **swelling**
    - Arthritis
    - Decline in use of limbs/muscles resulting from continual sitting or being **bedridden**

Tactile difficulties may produce these behaviors:

- Avoidance–withdrawal from sewing, touching other people, touching unfamiliar objects
- Extremes in recognizing pain–cannot detect –overreacts
- Oral exploration–place object in mouth to determine what it is
- Not responding to pressure
- Grasping objects tightly (overreacting)

Actions you may take:

- Talk–give an explanation of what you are doing
- Assure grip before release
- Touch–increase pressure just enough for person to feel your touch but not enough to hurt



Changes in Dexterity

Strength/Dexterity Changes:

- In the young adult, 43 percent of body weight is muscle. With age (above 70), lean body mass declines about 25 percent of body weight
- There is an increase in the fat cells–to 1/3 body weight by age 70. There is also a decline in nerve activity
- Both endurance and reaction times are decreased

Dexterity difficulties may produce these behaviors:

- Discontinue handwriting–letters, etc.
- Difficulties in such daily activities as grasping, opening heavy doors, manipulating buttons and zippers, lacing shoes
- Spilling

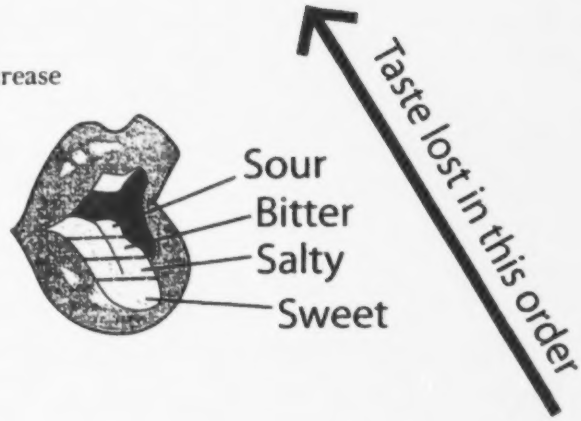
Actions you may take:

- Position items for ease in reaching or use magnetic latches or take cabinet doors off. Change door knobs to handles
- Allow/encourage more time
- Encourage independence

Changes in Taste

Taste Changes:
- Taste buds decline with age–flavor identification
- Taste buds decline to 1/6 of 20 year olds by the late 70s
- Gum disease–poor teeth–periodontal disease reduce appetite

Taste difficulties may produce these behaviors:
- Loss/increase in appetite–stop because no taste; increase to achieve some taste; weight gain/loss
- Statements about food–complaints about bitter or sour flavors
- Questions–mistaken identity of foods
- Tongue coating
- Excessive seasoning–increase sugar and salt



Actions you may take:
- Attractive food presentation increases a person's willingness to eat. Separate food rather than mixing food on plate
- Vary texture
- Good dental care
- Taste parties–to teach using vision and smell to identify foods; to increase social enjoyment associated with food

Changes in Smell

Smell Changes:

- By age 80, about 40 percent of people have difficulty in identifying common substances by smell

Smelling difficulties may produce these behaviors:

- Not reacting to unpleasant odors
- Nasal congestion
- Comments–"Can't smell the flowers"
- Increased body odor–or over use of fragrance

Actions you may take:

- Encourage smelling before feeding
- Explain what foods are and encourage ***thinking*** of smell
- Label items that look alike

Changes in Balance

Balance Changes:

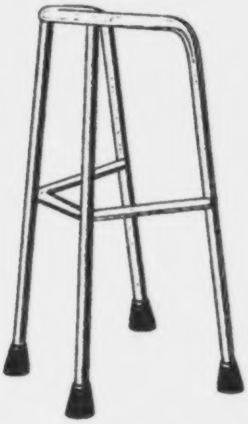
- Slowing of body movements
- Dizziness may occur
- Stiffening of body joints
- Medications

Balance difficulties may produce these behaviors:

- Poor posture–tilt forward
- Dizziness
- Holding to immobile objects or wall when walking
- Shuffling gait

Actions you may take:

- Support on side which needs support
- Assist in standing–use body as lever
- Teach person to grasp you for support
- Check for hazards–carpet edges, lamps, cords, etc.
- Provide handrails on walls, etc.
- Patience



Being a Caregiver

1) Mona Olivia works as a caregiver for Homestead Care, a foster home for older adults. There are four adults in the facility that Mona works at. All of the older adults in Mona's care are ambulatory but are unable to live independently. Most of Mona's duties require her to take care of some physical needs such as assistance with bathing, toileting, and dressing. All of the clients are able to feed themselves.

2) James Whitten is the primary caregiver for his wife Helen. Helen has had Alzheimer's for the past seven years. James has been able to keep her at their family home. Their daughter lives about two hours away and comes frequently to help her father take care of her mom. A family friend comes one afternoon a week to give James a break.

3) Kay and Carter are the co-directors of an adult day care center. At the present time, 24 clients come to the center on a regular basis from 8:30 am–5:00 pm. They provide meals and snacks as well as daily activities for their clients.

TA 39

Tips for Family Caregivers

Families, not social service agencies, nursing homes, or government programs, are the mainstay underpinning long term care (LTC) for older persons in the United States. According to the most recent National Long Term Care Survey, more than seven million persons are informal caregivers – providing unpaid help to older persons who live in the community and have at least one limitation on their activities of daily living. These caregivers include spouses, adult children, and other relatives and friends.

The degree of caregiver involvement has remained fairly constant for more than a decade, bearing witness to the remarkable resilience of the American family in taking care of its older persons. This is despite increased geographic separation, greater numbers of women in the workforce, and other changes in family life. Thus, family caregiving has been a blessing in many respects. It has been a budget-saver to governments faced annually with the challenge of covering the health and long-term care expenses of persons who are ill and have chronic disabilities. If the work of caregivers had to be replaced by paid home care staff, the estimated cost would be $45-94 billion per year.

Recognition of Caregivers

Recognition of the role of families in providing long-term care is moving to the forefront of national policy making. For example, the Family and Medical Leave Act was signed into law in 1993 to ensure that businesses address the needs of their employees with regard to elder care. Also, added emphasis has been placed on formally recognizing and honoring family caregivers. In 2000, November was designated as National Family Caregivers Month to further recognize the efforts of these unsung heroes, who dedicate themselves unselfishly, day-in and day-out, to caregiving.

The National Family Caregiver Support Program

The enactment of the Older Americans Act Amendments of 2000 (Public Law 106-501) established an important new program, the National Family Caregiver Support Program (NFCSP). The program was developed by the Administration on Aging (AoA) of the U.S. Department of Health and Human Services (HHS). It was modeled in large part after successful state long-term care programs in California, New Jersey, Wisconsin, Pennsylvania, and others, and after listening to the needs expressed by hundreds of family caregivers in discussions held across the country.

Funded at $125 million in fiscal year 2001, approximately $113 million has been allocated to states through a congressionally mandated formula that is based on a proportionate share of the population age 70 and older. The program calls for all states, working in partnership with area agencies on aging and local community-service providers to have five basic services for family caregivers including:

1) Information to caregivers about available services; 2) Assistance to caregivers in gaining access to supportive services; 3) Individual counseling, organization of support groups, and caregiver training to caregivers to assist the caregivers in making decisions and solving problems relating to their caregiving roles; 4) Respite care to enable caregivers to be temporarily relieved from their caregiving responsibilities; and 5) Supplemental services, on a limited basis, to complement the care provided by caregivers.

Eligible Populations

- Family caregivers of older adults;
- Grandparents and relative caregivers, age 60 years or older, of children no older than age 18 (including grandparents who are sole caregivers of grandchildren and those individuals who are affected by mental retardation or who have developmental disabilities).

The statute requires states to give priority consideration to:

- Persons in greatest social and economic need (with particular attention to low-income, minority individuals); and
- Older individuals providing care and support to persons with mental retardation and related developmental disabilities.

Who to Contact for Help

The local AAA is one of the first resources a caregiver should contact when help is needed. Almost every state has one or more AAA, which serve local communities, older residents, and their families. (In a few states, the State Unit or Office on Aging serves as the AAA.) Local AAA's are generally listed in the city or county government sections of the telephone directory under "Aging" or "Social Services."

TA 40

Time Railroad Reward

#10 Time Frame ________ Task

#9 Time Frame __________ Task

#8 Time Frame ____________ Task

#7 Time Frame ______________ Task

#6 Time Frame ________________ Task

#5 Time Frame __________________ Task

#4 Time Frame ____________________ Task

#3 Time Frame ______________________ Task

#2 Time Frame ________________________ Task

#1 Time Frame __________________________ Task

TA 41

Management is...

Styles of Supervision

Style	Characteristics	Employee Responses
Bureaucratic Style	Also known as the directive manager; manager relies on rules, goes by the book like a military officer or a police officer enforcing rules; direction is in accordance to strict regulations, procedures, and policies.	Employees are less motivated and supervisor is perceived as a "watchdog;" workers will only do what is required while the manager is watching.
Democratic Style	Manager shares the decision making with employees to form a team approach to the duties; Democratic style is also called collaborative style; the manager is sometimes thought of as a coach; foodservice managers often use this style of supervision because it promotes team spirit and mutual respect.	Employees respond positively because they appreciate the freedom and trust to make decisions; team spirit and cooperation make the workplace a pleasant place to contribute; also employees who are managed by this style tend to value the contributions of others as well as their own.
Autocratic Style	Manager keeps the decision-making power to self; employees are dependent on manager for instructions, and will act only under direct supervision; this style is best used in situations where short-term, high quantity production is necessary.	Employees will respond positively for a short-term project, but tend to become resentful if this style is used on a daily basis; when employees tire of this management style, they will withhold normal contributions to the job.
Spectator Style	Also known as non-directive, free-rein style of management; supervisors let employees do their job and act only as a consultant available in crisis situations; managers are usually not in direct contact with employees but stay in touch through meetings, reports, and records of output; employees are perceived as professionals and experts by the manager and by themselves.	The response is very positive to this style of leadership; employees are independent and productive for long periods of time; this style promotes pride and morale as long as the boss does not become too unavailable to give the employees feedback about their work.

Exercise With Older Adults While Seated

It is sensible to do some simple exercises each day. "If you don't use it, you will lose it."

Simple exercises when sitting.

- You don't have to do these all at once.
- Do these exercises gently at first. Don't strain anything.
- You can even do them while watching TV.

1. Slowly lift your arms above your head as high as you can. Lower the arms. Repeat this five times. Do this in the morning, afternoon, and evening.
2. Slowly extend the arms sideways as far as you can. Don't hit anything. Return the arms to the center of your chest. Repeat as in 1.
3. While sitting, lift the legs alternately 6 inches above the ground, as if slow marching. Repeat as in 1.
4. Twiddle your toes inside your shoes. Repeat as in 1.
5. Draw your tummy in. Hold it in for 3 seconds. Let it out. Repeat as in 1.
6. Take a deep breath. Hold your breath for 2 seconds. Breathe out. Wait 10 seconds. Repeat in 1.
7. Hold your hands in front of your chest and clasp them together. Pull one arm against the other for 3 seconds. Rest for 15 seconds. Repeat as in 1.
8. Finger exercise. Left hand. Touch your thumb with the first finger, then touch your thumb with the second finger, and so on, third finger, fourth finger. Do it slowly at first and speed it up. Do this for 5 seconds. Do it with the right hand. Do it with both hands simultaneously. Repeat as in 1.
9. Very slowly turn your head to the left, but not too far. Then very slowly turn your head to the right. Repeat as in 1.
10. Very slowly lower your head, then very slowly raise your head up high. Repeat as in 1.
11. Sit up as straight as you can. Count to 5. Relax. Count to 5. Repeat as in 1.
12. If you can, fully extend your legs in front of you. Hold them out straight for 1 second. Relax. Repeat this every now and then.

These exercises can also be done by people at work who have a sedentary job.

Source: www.soton.ac.uk/~gk/mis/elderly.htm

TA 44

DEALING WITH FEAR AND ANXIETY

Directions: Complete the following statements about yourself:

I am afraid of...

To minimize this threat I will...

When I am afraid I can...

- *call a friend*
-
-

Guidance Strategies for Older Adults

- Do not be afraid to touch older people.
- Older individuals desire human contact which can be satisfied with a handshake, a friendly pat, or arm about the shoulder.
- Assist older people in accepting the fact that they are growing older; emphasize the positive aspects of aging.
- Older people need opportunities to talk about and resolve their problems and conflicts.
- Listen to older adults as they reminisce.
- Talk to older adults about their activities when they were children and young adults and about their families.
- Help older people develop new relationships.
- Help older individuals find creative outlets in community activities, arts, and hobbies.
- Help older people find ways to help themselves in order to improve self-esteem.
- Encourage older people to practice healthy patterns of living.
- Do not be afraid to discuss topics surrounding death, loss, and the grief process.

TA 46

Name: ______________________________

Mental Concerns of the Older Population
Focus: Elderhostel

Your assignment is to take on the identity of Catherine and research her questions using the Web site given.

Catherine wants a change...

Catherine is 77 years old. Like most of the people she knows that are her age, she has a thirst for new and stimulating experiences. When Catherine was young, she never had the opportunity to attend college. Like most people Catherine's age, there is nothing that has slowed the way she thinks or her capacity to remember details. Catherine would like to travel to new places and experience different cultures. Ultimately, Catherine would like to write some children's books about her experiences. She thinks about writing the books as a second career and a way to give something of herself to her grandchildren.

One of Catherine's friends has suggested that she check out the concept of Elderhostels. Catherine's friend gave her this Web site to research the Elderhostel concept:

http://www.elderhostel.org

Here are some of Catherine's (your) main questions that she (you) would like to find answers to through the Web site.

1) What is the Elderhostel concept?

2) Am I too old to take advantage of Elderhostel?

3) What types of people participate in Elderhostel?

   (Hint: Seek out testimonials under the section Elderhostel experience on Web page)

4) What are some of the programs offered?

5) What specific programs would match my interests?

Name: ______________________________

Mental Concerns of the Older Population
Focus: Alzheimer's Disease

Your assignment is to take on the identity of Albert and research his questions using the Web site given.

Albert has just been diagnosed…

Albert is 75 years old and is widowed. About five years ago, Albert began to notice that he had trouble remembering people's names. Now, five years later, Albert is very worried after he became confused one day driving home from his daughter's house only a few blocks away from where he lives. When he looked in his checkbook today to write some checks for bills that had arrived, he could not make out the numbers that indicated how much he owed. Albert is confident that his sight is perfect, because he was at the optometrist only a week ago. Albert is concerned that he may have the beginning stages of Alzheimer's disease. Albert does not know much about the disease and wants to become informed before seeing his doctor. Albert found this Web site:

http://www.alz.org

when searching the net for information on the disease.

Below are some questions that Albert jotted down for himself (you) to research.

1) What is Alzheimer's Disease?

2) What are the warning signs of Alzheimer's? Do they compare to what I'm experiencing?

3) What causes Alzheimer's Disease?

4) How is Alzheimer's diagnosed?

5) Does Alzheimer's Disease run in families?

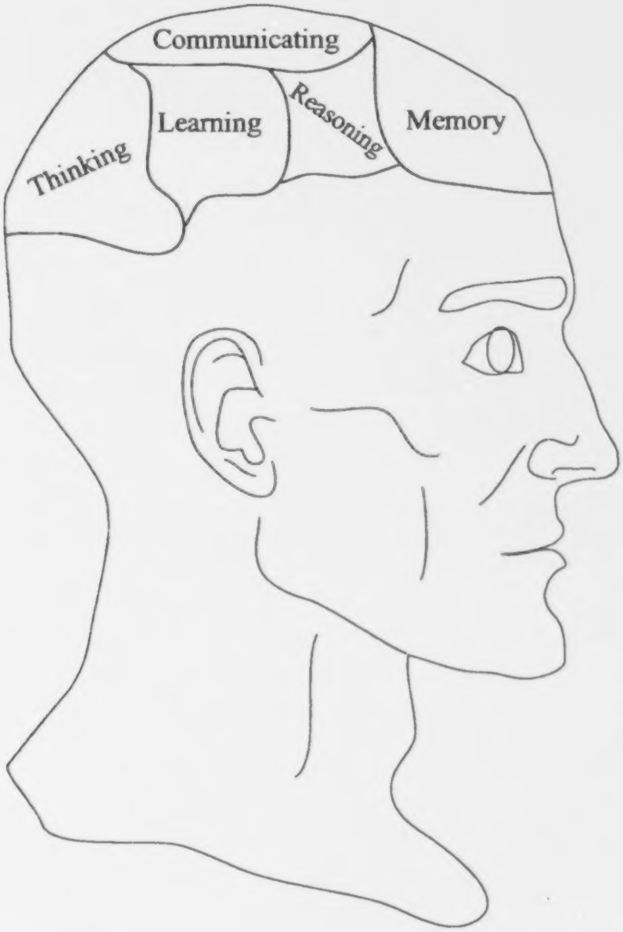
6) Is there a cure or treatments available?

7) Who might be able to help me if my doctor says that I may have Alzheimer's?

TA 48a

Name: ______________________________

Cognitive Process Matching


Communicating
Learning
Reasoning
Memory
Thinking

Directions: Match the cognitive processes from above to the corresponding definition below.

1) The mental ability of retaining and recalling past experience: ______________________

2) To gain knowledge, comprehension, or mastery of, through experience or study: ____________

3) To think, talk, or argue logically and/or persuasively: ______________________________

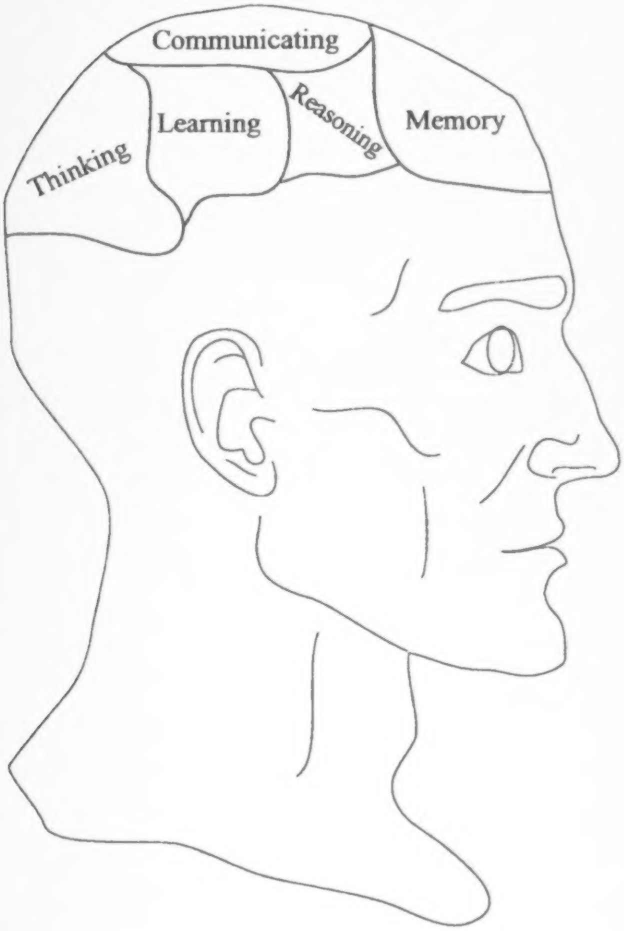
4) To express oneself in such a way that one is readily and clearly understood: ______________

5) To have or formulate in the mind: ____

Name: ______________________________

Cognitive Process Matching

Answer Key


Communicating
Learning
Reasoning
Memory
Thinking

Directions: Match the cognitive processes from above to the corresponding definition below.

1) The mental ability of retaining and recalling past experience: M

2) To gain knowledge, comprehension, or mastery of, through experience or study: R

3) To think, talk, or argue logically and/or persuasively: L

4) To express oneself in such a way that one is readily and clearly understood: C

5) To have or formulate in the mind: T

TA 49

Theories

Activity	Disengagement

Intergenerational Activities

The National Council on the Aging defines Intergenerational Activities as "activities or programs that increase cooperation, interaction, or exchange between any two generations. It involves the sharing of skills, knowledge, or experience between the young and the old."

TA 51

Topic:

What We Know	What We Learned

Government Assistance

Financial Assistance

Emergency assistance is available to families facing financial crisis or an emergency. One-time Temporary Assistance for Needy Families (TANF) lets households that are not currently receiving TANF (but that would otherwise be eligible) to receive a lump-sum cash assistance payment of $1,000.

When grandparents become caregivers to their grandchildren, it can be a financial burden. Grandparents and great-grandparents who care for a TANF-eligible child may also quality for TANF assistance. Information is available from the county or state department of human services.

Food Stamps

Low-income people with dependent children and **some people who are elderly** or **who have disabilities** are eligible for food stamp benefits.

Food stamps are used to buy nutritious food from local retailers. They can't be used for nonfood items, such as cleaning supplies, personal care items, alcohol, or cigarettes.

Medicaid

Medical care through the Medicaid program is available at no cost to many low-income families as well as **people who are elderly or who have a disability**.

Medicaid helps pay for *some* long-term care services for people who are elderly or who have disabilities. But even those who are not eligible for Medicaid may still be eligible for a variety of community care services, and Medicare recipients may be able to get help paying for their out-of-pocket expenses.

TA 53a

Selecting Clothing for Older Adults

Older people in your care need to make their own clothing decisions when possible. You can help them make wise consumer choices.

Clothing that is neat and clean, fits well, and feels good can boost anyone's morale. Older people in your care often are concerned about their appearance. They may be uncomfortable wearing the clothes they have, especially if those clothes are out of date, are in colors or designs that are no longer flattering, are mismatched, or simply no longer fit properly. But in addition to requiring your care–whether in their own home, your home, or a nursing home–they may need your help to select and purchase new clothing. They also may need help to take care of their existing clothing that they do enjoy wearing. Older people have the right to make choices about their clothing. As a caregiver, you can help them plan for the types of clothing that will make them feel good about their appearance, and that will be easy to wear and care for. When selecting clothing for older people, consider:

- the person's need for clothing that he or she enjoys.
- clothing that enhances appearance, increases independence, allows for function, and provides comfort.
- quality as well as quantity of clothing. "Little" items, such as a favorite tie or scarf, can have a big impact if those items have been features of the person's daily life.
- the availability and accessibility of clothing storage space.
- the type of care the clothing requires. Also consider who will be caring for the clothing.

Before making choices about clothing, it is important to understand how clothing affects people. Clothing provides physical, psychological, and social comfort. (See Table 1.) Each of these types of comfort may affect any or all of the others.

Choices about appearance

When older people invite caregivers into their homes, move into their caregiver's home, or move into a nursing home or other care facility, they are going through a major life change. It may involve adjusting to new people, to new physical surroundings, and to a different daily schedule. Clothing can play an important role in helping older adults maintain a positive self-image in the midst of overwhelming change. People express their personality in many ways, including through their clothing, hair style, and accessories. A man may have

Clothing provides comfort.

Physical comfort
Clothing protects people from humidity, heat, and cold, and helps them feel physically comfortable. Characteristics of fabric that affect physical comfort include flexibility, bulkiness, weight, and texture. Garment construction also affects physical comfort.

Psychological comfort
Clothing gives the wearer a sense of well-being. It tells something about the person.
Clothing also affects the way others see, think of, and react to the person.

Social comfort
A person can be comfortable or uncomfortable wearing a certain garment or type of clothing in a social situation. Social comfort may be involved when a person wishes to "make an impression" through the clothing he or she wears.

Table 1. Clothing comfort

Selecting Clothing cont'd....

worn a beard all his life, a woman may have worn makeup. If their ability to choose their appearance is taken away, then an opportunity for independence vanishes. Keeping some familiar clothes and personal articles helps them retain some sense of self-control over what is happening to them. Maintaining a sense of choice or guided choice is important.

Making decisions about clothing can increase an older person's sense of independence.

The stereotype says older people don't care about their appearance. But, research shows:

- most older people think of themselves as younger than they are,
- their sense of fashion reflects their youthful thinking and the fashion of earlier years when they were younger, and
- they like clothing that looks good on them.

Clothing can help older people feel better about themselves and present a positive image to those around them. Sending positive appearance messages may increase older people's opportunities for social interaction. That is especially important for people who must make new acquaintances in a nursing home or other care facility.

Choices for independence

Choice-making does not need to end just because people require daily assistance in living. Making decisions about their clothing can increase older people's sense of independence and help them feel better about themselves. You can help older people in your care think about clothing design. Consider their physical condition, their amount and type of physical activity, and their ability to dress and undress themselves. Ask them some questions to help them make clothing decisions that reflect their choices:

- What outfits do they like to wear most?
- What clothing styles do they like, dislike?
- What are their favorite colors and fabrics?
- Do they like to "dress up" occasionally?

Older people may be unable to shop for clothing and accessories by themselves–but this needn't end their independence. Perhaps you could take them on a shopping trip. Or, you could shop for them–selecting items in the specific colors and styles they've requested. A local clothing store may let you take items on approval–the older person then could choose at home. Catalogs make it easy to shop at home. Some specialty catalogs offer clothing designed for people with physical disabilities.

Choices for daily functioning

Mobility refers to a person's ability to walk, move around, and function on a daily basis. Mobility may be limited by clothing that gets in the way–either for the person wearing it or for others who assist him or her. For example, long ties, skirts, jackets, and sweaters, or extremely full styles can get tangled in wheelchairs or braces, causing spills and falls. Most people like clothing that is easy to put on and take off. If a person needs help getting dressed and undressed, clothes that go on and come off easily help everyone concerned. Clothes that fit loosely without being baggy are easier to get on and off. Features, such as front openings, large zipper pulls, hook-and loop tape closures, or wrap styles, may help. Clothing that is chosen with function in mind allows more comfortable movement in daily activities. Certain clothing features provide freedom of movement, including:

- shirt or bodice backs with adequate width. Pleats in back are helpful.
- blouson bodices with adequate back length to cover curvature.
- sleeves with adequate shoulder width, that are not too tight.
- raglan, dolman, or kimono sleeves to better fit rounded shoulders.
- waistlines loose enough to expand when the person is seated. If the waist is elastic, be sure it does not cut.
- yokes or gathers to flatter the bodice.
- front-opening styles.
- large neck openings.

Selecting Clothing cont'd....

- pants legs that are large enough to pull over a cast, brace, or catheter.
- two-piece garments. The top and bottom may be of different sizes for better fit.
- accessible front pockets for carrying personal items.

For people who cannot dress themselves, consider:

- garments that open out flat, so the wearer can be rolled onto them.
- pop-over tent styles with ample neck openings.
- zip, snap, or hook-and-loop tape closures.
- smooth fabrics that may slip on easily. However, such fabrics may make it more difficult to grip and assist the wearer when he or she must be moved.
- skirts or gowns that wrap to close in back and divide while the wearer is seated. (This feature is especially helpful for people with incontinence.)

Choices for physical comfort, safety, convenience, and care

Physical comfort. Clothing can help people adjust to temperature variations in their environment. In order to be comfortable, many older people need clothing that provides extra warmth. Clothing helps insulate the body by trapping and holding warm body heat in dead air spaces between the body and layers of clothing. Table 2 lists clothing choices for both cold and warm environments.

Select clothing for safety.

To avoid this hazard ...	Consider these points
Fire	Avoid frilly nightwear or garments with brushed fabric surfaces.
Falls	Choose slippers and shoes with non-slip soles, low or wedge-type heels. Avoid long robes.
Sheet burns	Wear socks in bed.
Wheelchair problems	Avoid loose, long, full sleeves; long robes; and long ties.
Poor circulation	Elastic stockings or supports may help, but tight bands may cut circulation.

Table 3. Clothing choices for safety

Safety. Table 3 lists clothing choices for avoiding certain safety hazards. Safety from fire is a special concern for older people. Some may lack the agility to step away from a spark or flame source quickly enough to avoid having their clothing ignite. Lightweight, thin, or napped fabrics will catch fire most readily. Wool has some natural flame resistance. However, unless clothing is labeled flame resistant, you should assume all clothing will burn readily. Flame resistant clothing is a good choice for people who smoke, but is not widely available. Another safety concern is preventing falls or mechanical entrapment from clothing entanglement. Much of today's clothing is so strong that it doesn't tear easily. Some people may not have sufficient strength and stability to prevent injury if they were pulled off balance. The safe choice is clothing that fits close to the body. Iowa State University researchers are developing hip pads to absorb shock as older people fall. Washable garments hold foam pads over hip joints. Elderly nursing home residents have worn and tested these garments. Preliminary results suggest that hip fracture frequency could be reduced if older people were fitted with these garments and they were available in stores. A concern of women who tested the pads was the appearance of added hip bulk.

Clothing can be an insulator.

For cold environments, consider:
- pile fabrics, such as terry cloth or velour
- long sleeve shirts, sweaters, and robes
- clothing that can be layered
- insulated socks, slippers, and gloves
- thermal underwear
- warm head coverings
- soft fabrics, such as sweatshirt fleece

For warm environments, consider:
- light-weight cotton or cotton blends
- light-weight sweaters or jackets that can be layered
- loose-fitting clothes

Table 2. Clothing choices for cold and warm environments

Convenience. Urinary incontinence leads to clothing problems that are inconvenient for both the older person who has lost bladder control and the caregiver. Loss of control can be caused by disease or injury at any point in a person's life, but it is common in older people. Sometimes incontinence can be

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Selecting Clothing cont'd....

minimized or treated and cured, so a physician always should be consulted at the onset. Incontinence products are meant to reduce inconvenience and embarrassment. They help reduce the need for frequent clothing and bedding changes. Various designs, closure systems, and absorbency levels are available in both disposable and reusable incontinence products. These include briefs, belted undergarments, liners, shields, and bed or chair pads. Sometimes sanitary napkins, tissues, or related products are used. Disposables have the convenience of immediate disposal after soiling, but reusables can be laundered often.

Studies of nursing home residents show that disposables are more likely to improve the skin conditions of wearers than are reusable products. Table 4 lists tips for choosing incontinence products.

Care. Practical choices for convenient clothing care include fabrics, styles, and colors that don't show soiling and are easily laundered. For people living in a nursing home or other care facility, consult with the staff about clothing care procedures and storage of out-of season clothes. Durable fabric is important because rigorous laundering procedures often include high temperatures for washing and drying. Because of the volume of laundry, staff usually can't give personal care to each resident's clothing. Select clothes that are easily marked for identification. Mealtime cover-ups, smocks, or bibs reduce the frequency of food stains on good clothes.

Clothing needs will change

The clothing needs of older people in your care will change. As their needs change, older people have the right to make choices about their clothing. As a caregiver, you can help them with their clothing decisions. Good clothing choices for older people enhance appearance, increase independence, allow for daily functioning, and provide comfort, safety, and convenience.

Incontinence products vary.

When choosing incontinence products, consider:

- the wearer's physical condition
- the frequency of changing required
- convenience of changing
- purchase costs
- time required and cost of care and upkeep of reusables
- disposal options for disposables

Reusable and belted undergarments:

- may be less visible, less bulky, and therefore more comfortable than disposables
- are less likely to produce potentially embarrassing rustling noises as the wearer moves
- may be less convenient to change when the wearer is away from home

Table 4. Tips for choosing incontinence products

Does Your Home Meet Your Needs? A Checklist

Look at your home for the first time.

Answer the following questions for each room/area of the house. Write down any problems you

Areas of the House	Yes	No
Windows/Doors		
Are windows and doors easy to open or close?		
Are locks sturdy and easy to operate?		
Are doors wide enough for a walker or wheelchair?		
Are door thresholds raised too high?		
Is there enough space to maneuver while opening and closing doors?		
Does the front door have a view panel?		
If so, is it at a proper height for you?		
Floor Surfaces		
Is the surface safe? Non-slip?		
Are there scatter rugs or doormats that may be dangerous?		
Are there changes in levels?		
If so, are they obvious or marked in some way?		
Steps/Stairways/Walkways		
Are they in good repair?		
Smooth/safe surfaces?		
Are there handrails on both sides of the stairway?		
Is there grasping space for both knuckles and fingers on railings?		
Are the stair treads deep enough for your whole foot?		
Are there any hazardous open risers on the stairs?		
Would a ramp be feasible in any of these areas if it became necessary?		
Appliances/Kitchen/Bath		
Is arrangement convenient and safe?		
Can oven and refrigerator be opened easily?		
Are stove controls easy to use?		
Are they clearly marked?		
Is the counter height and depth good for you?		
Can you sit while working?		
Are door cabinet knobs easy to use?		
Are faucets easy to use?		
Do you have convenience items, such as a garbage disposal?		
A trash compactor?		
A hand-held showerhead?		
Can you get in and out of the tub and shower with ease?		
Do you have a bath/shower seat?		
Are there grab bars where needed?		
Is hot water heater regulated to prevent scalding or burning?		

find and your ideas for improvement.

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Does Your Home Meet Your Needs? A Checklist, cont'd.

Areas of the House, cont'd.	Yes	No
Storage		
Is storage located conveniently?		
Is storage adequate and usable?		
Can you easily reach closet items?		
Have you maximized your storage space with innovative products?		
Electrical Outlets/Switches/Alarms		
Are outlets and switches easy to turn on and off?		
Are outlets properly grounded to prevent electrical shock?		
Are extension cords in good condition?		
Are they needed?		
Do you have smoke detectors in all necessary areas?		
Do you have an alarm system?		
Is the telephone equipped for hearing enhancement if necessary?		
Can you hear the doorbell in every part of the house?		
Lighting/Ventilation		
Is lighting sufficient for purpose of area?		
Is lighting bright enough for safety?		
Do you have night lights where needed?		
Is area well-ventilated?		
Driveway/Garage		
Is parking space available?		
Is it convenient to entranceway?		
Does garage door have an automatic opener?		

FYI: Ideas for improvement that can enhance comfort, safety, and independence

- Lever door handles and faucet handles that operate easily with a push
- Adjustable closet rods
- A night light in the bedroom
- No scatter rugs
- Handrails on both sides of staircases and outside steps
- Brighter staircase lighting
- Large rocker light switches that turn on and off with a push
- Electrical outlets 27 inches above the floor
- Peephole or view panel in front door
- Walk-in shower with grab bars and portable or adjustable shower seat
- Hand-held adjustable showerhead
- Non-skid surface for bathtub and shower floor
- Grab bars by the toilet and tub
- Tilting or full length mirror in bathroom
- Bathroom telephone that is reachable if you should fall
- Adjustable countertops or lower counter for work space in the kitchen
- Rounded kitchen countertops
- Sliding shelves in cupboards, lazy susan in corner cabinet
- First floor bedroom and bath to allow living entirely on one level if necessary

Designing Homes for Function and Safety

The traditional home is designed for an able-bodied, non-elderly adult. Since that description fits less than 15 percent of our population, many people are living in environments that are awkward, difficult to manage, or even unsafe. Many problems in home environments could be eliminated by adopting the concept of Universal Housing Design. Universal Housing Design is the design of environments to be as usable as possible by people of all ages and physical abilities. The goal is to create homes that are both beautiful and functional. If you are building or remodeling a home, think about what you want now and what you may need later on. Consider the abilities of the people in your home, both now and in the future. A home with Universal Design is not obviously built for people with disabilities. Rather, its features are helpful to everyone. But with Universal Design, your home can accommodate visitors who have special physical needs.

Principles of Universal Design

- Equitable use: The design does not disadvantage or stigmatize any group of users.
- Flexibility in use: The design accommodates a wide range of individual references and abilities.
- Simple, intuitive use: The functions of the home are easy to understand, regardless of a person's experience, knowledge, language skills, or current concentration level.
- Perceptible information: Features in the home communicate information about how to use them, regardless of a person's sensory abilities.
- Tolerance for error: The design minimizes both safety hazards and the consequences of accidents or unintended actions.
- Low physical effort: Activities can be carried out efficiently and comfortably, and with a minimum of fatigue.
- Size and space: The design provides enough space for an individual to approach, reach, manipulate, and use features in the home, regardless of the person's body size, posture, or mobility.

Tips for bringing Universal Design into your home:

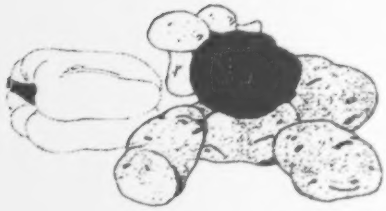
1. Use lever handles rather than turn knobs on doors and faucets. (Electronic faucets are another option.)
2. Make doors 36 inches wide. Use pocket doors where possible.
3. Make floor levels flush.
4. Allow 42 to 48 inches for the width of hallways.
5. Increase lighting levels.
6. Install grab bars in showers and tubs.
7. If possible, equip at least one shower with a seat and hand-held, adjustable sprayer showerhead.
8. Make toilet seats 15 to 19 inches from the floor.
9. Put dual height rods and shelves in closets.
10. Install handrails on both sides of stairs, inside and out, with rails extending at least 12 inches beyond the top and bottom steps.
11. Make at least one bedroom and bathroom on the first floor wheelchair-accessible.
12. Put slip-resistant flooring in bathrooms and kitchen.
13. Have at least one kitchen counter at a height of 30 to 32 inches, with leg room underneath at least 27 inches wide. Cabinet doors that open and slide into pockets would make this work area accessible to anyone who needs to sit to work.
14. Select a cook top with controls on the front.
15. Place electrical outlets within reach from a wheelchair--27 inches above the floor or on the fronts of cabinets.
16. Use open shelving or glass cabinets.
17. Use drawers to hold pots, pans, and perhaps even dishes.
18. Choose a side-by-side refrigerator with water and ice dispensers in the door.
19. Select a front-loading washing machine and dryer, and an oven that swings open from the side instead of opening downward.
20. Put Lazy Susans in lower, corner cabinets.
21. Place ovens and microwaves so they can be reached from a sitting position.
22. Build windows low enough to see out of when sitting.
23. Make sure toe space at the bottom of base cabinets is 8 3/4 to 10 inches high.
24. Place wall switches, phones, and thermostats 40 to 48 inches above the floor.
25. Use ridged, beaded, or roughened doorknobs or levers on doors to stairs or other hazardous areas to signal danger.
26. Install a full-length mirror in the bathroom.
27. Make the height of the peephole or view panel in the front door low enough so that a sitting person can see out.

Older Adult Drivers

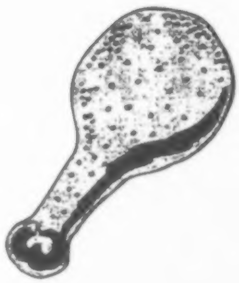
TA 57

NUTRIENT GROUPS

- Vitamins



- Minerals



- Proteins
- Fats
- Carbohydrates
- Water

TA 58

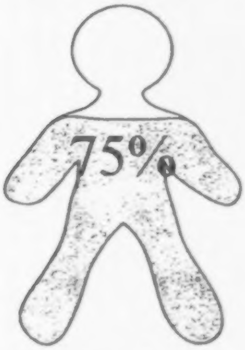
Nutrient Pictographs

Students, individuals or groups, will research an assigned nutrient. They will determine the function of the nutrient, the best food sources, and effect on the body, if deficient.

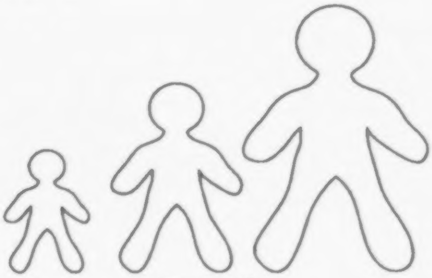
After students have completed the research, they should use icons and words and write the information on a large sheet of newsprint or poster paper. Have students present the information to the class.

Below is an example of icon mapping.

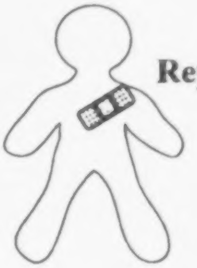
Protein



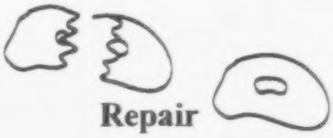
Protein makes up 75% of the body.

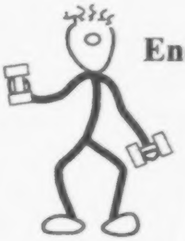


Growth



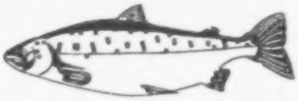
Repair

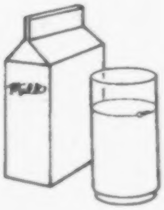


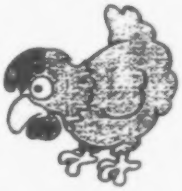


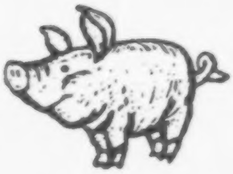
Energy

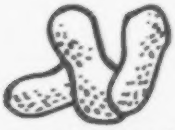
Sources



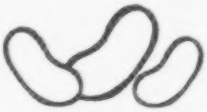








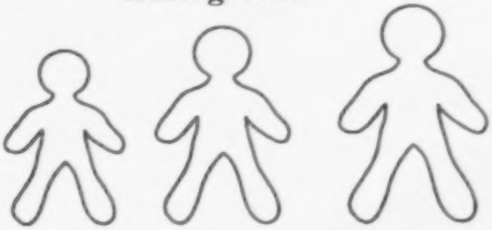
(peanuts)



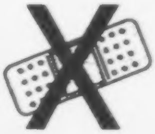
(legumes)

Deficiency

Lack growth



Slow Repair



Nutrient Information-I

Nutrients	Function	Best Food Sources	Deficiency
Vitamins			
Water soluble vitamins			
Vitamin C (Ascorbic Acid)			
Thiamin			
Riboflavin			
Niacin			
Folate			
Vitamin B_{12}			
Biotin			
Pantothenic acid			
Vitamin B_6			

Nutrient Information-II

Nutrients	Function	Best Food Sources	Deficiency
Fat-soluble vitamins			
Vitamin A			
Vitamin D			
Vitamin E			
Vitamin K			
Minerals			
Calcium			
Sodium			
Iron			
Iodine			
Magnesium			
Potassium			

Nutrient Information-III

Nutrients	Function	Best Food Sources	Deficiency
Minerals			
Phosphorus			
Chloride			
Copper			
Selenium			
Zinc			
Carbohydrates			
Protein			
Fat			
Water			

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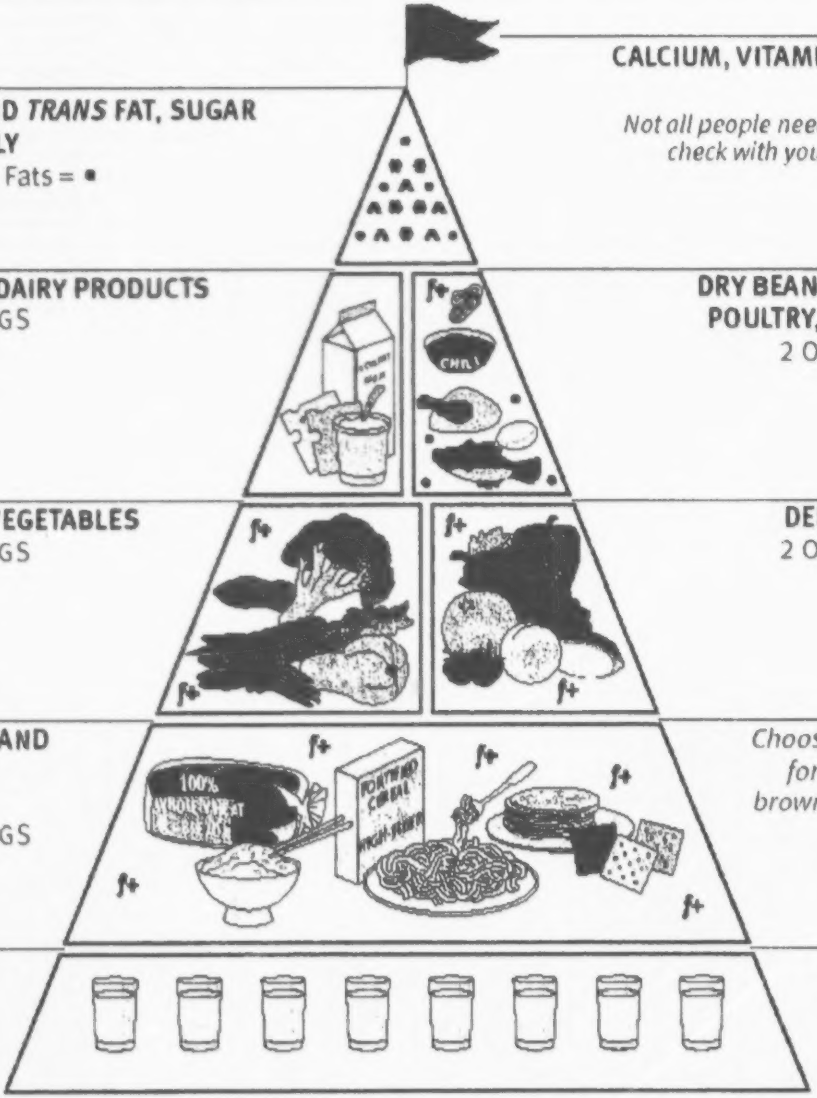
Food Guide Pyramid for Older Adults



USE SATURATED AND *TRANS* FAT, SUGAR AND SALT SPARINGLY
Saturated and *Trans* Fats = ●
Added Sugar = ▲
Salt = *

CALCIUM, VITAMIN D, VITAMIN B-12
SUPPLEMENTS
Not all people need these supplements, check with your healthcare provider

LOW- AND NONFAT DAIRY PRODUCTS
3 OR MORE SERVINGS

DRY BEANS AND NUTS, FISH, POULTRY, LEAN MEAT, EGGS
2 OR MORE SERVINGS

BRIGHT-COLORED VEGETABLES
3 OR MORE SERVINGS

DEEP-COLORED FRUIT
2 OR MORE SERVINGS

WHOLE, ENRICHED AND FORTIFIED GRAINS AND CEREALS
6 OR MORE SERVINGS

Choose whole grains and fortified foods such as brown rice, 100% whole-wheat bread, and bran cereals

WATER/LIQUIDS
8 OR MORE SERVINGS

Choose water, fruit or vegetable juice, low- and nonfat milk, or soup

f+ High-fiber choices

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Nutrients and You

Directions: Fill in the blanks by naming the nutrients that perform the stated functions. Use facts supplied by your teacher or found in current nutrition references.

FOOD GROUPS	NUTRIENTS	FUNCTIONS
Breads, Cereals, Rice, and Pasta	1. Complex carbohydrates	1. Provides energy
	2. Protein	2. Aids growth of new tissue and repair of body cells; promotes growth; provides energy
	3. Thiamin	3. Helps release energy; promotes healthy nervous system
	4. Iron	4. Prevents some types of anemia; helps cells use oxygen; helps form red blood cells
Fruits	5. Vitamin C	5. Helps hold body cells together; helps wounds heal; helps teeth and bones develop
	6. Vitamin A	6. Promotes good eyesight; helps keep skin healthy; promotes growth
	7. Iron	7. Prevents some types of anemia; helps cells use oxygen; helps form red blood cells
	8. Carbohydrates	8. Provides energy; helps body use protein and fat
Vegetables	9. Vitamin A	9. Promotes good eyesight; helps keep skin healthy; promotes growth
	10. Vitamin C	10. Helps hold body cells together; helps wounds heal; helps teeth and bones develop
	11. Thiamin	11. Helps release energy; promotes healthy nervous system
	12. Water	12. Helps in the formation of normal blood cells
	13. Calcium	13. Builds strong bones and teeth; helps to clot blood
	14. Potassium	14. Assists in muscle contraction; maintains fluid and electrolyte balance; aids nerve impulses
Meat, Poultry, Fish, Dry Beans and Peas, Eggs, Nuts, and Seeds	15. Protein	15. Aids growth of new tissue and repair of body cells; promotes growth; provides energy
	16. Iron	16. Prevents some types of anemia; helps cells use oxygen; helps form red blood cells
	17. Niacin	17. Helps produce energy; promotes healthy nervous system; makes cells work properly
	18. Fat	18. Provides energy and calories; carries fat-soluble vitamins
Milk Yogurt Cheese	19. Calcium	19. Builds strong bones and teeth; helps to clot blood
	20. Phosphorus	20. Helps calcium build strong bones and teeth; aids cells in producing energy
	21. Protein	21. Aids growth of new tissue and repair of body cells; promotes growth; provides energy
	22. Fat	22. Provides energy and calories; carries fat-soluble vitamins
Fats Sweets	23. Fat	23. Provides energy and calories; carries fat-soluble vitamins
	24. Carbohydrates	24. Provides energy only

TA 62a

Factors That Influence Food Intake

Physical Factors	Psychological Factors	Social Factors

TA 62b

Factors That Influence Food Intake—Possible Answers

Physical Factors

- Loss of smell and taste
- Lack of physical activity
- Dental problems
- Constipation and diarrhea
- Physical weakness
- Chronic disease
- Drug interference
- Less efficient digestion
- Less efficient absorption of some nutrients
- Flatulent problems

Psychological Factors

- Emotional depression
- Lifetime eating habits
- Personal taste preference
- Loss of appetite
- Lack of socialization with meals

Social Factors

- Inconvenience of food preparation
- Inability to adapt to unfamiliar surroundings
- Inaccurate dietary beliefs
- Financial restrictions

What is Reliable Nutrition Information?

What are your sources for information related to nutrition, health, and wellness? Is it magazines, radio, and television? Do you know anything about the credibility of these sources?

Nutrition Experts, Agencies, and Organizations

We are living in a time of "information explosion;" there is more information available than consumers can absorb and critically evaluate. This is especially true in areas related to nutrition, health, and food science. The media abounds with claims for weight loss remedies, miracle cures for ailments and "beauty" concerns, and recommendations for mega dosages of vitamins and helps to fix almost anything.

It is important to become a wise and cautious consumer of nutrition and health information. The best sources of reliable nutrition information and sound advice on weight loss and diet-related disorders are agencies, organizations, and institutions that staff qualified nutrition experts. These professionals have special academic training and credentials in the science of nutrition. Many are registered dietitians (RD) and licensed dietitians (LD); others have advanced degrees in nutrition and health sciences. Many registered dietitians are in private practice with physicians or work in the health care field. The following are some sources of reliable nutrition information:

- Food and Nutrition Board, National Academy of Sciences
- Food and Drug Administration
- Food and Nutrition Information Center, USDA
- American Dietetic Association
- Cooperative Extension Service
- Nutrition, Health, and Food Management Division of the American Association of Family and Consumer Sciences
- Society for Nutrition Education
- Food and Nutrition Science Alliance/Institute of Food Technology

Nutrition Fraud

There is a massive growth of nutrition and health fraud in the United States today. Persons behind this type of fraud see financial gain at the expense of consumers searching for solutions to health-related problems. This practice, often referred to as "junk science," has grown throughout the United States due to increased consumer interest in personal health care and those seeking a "quick fix" to diet and health problems. Anytime you hear claims that appear to be "unbelievable," recall what you have learned about sources of reliable nutrition information and nutrition fraud. Take extreme caution when responding to advertisement and claims such as:

- Recommendations that promise a quick fix
- Dire warnings of danger from a single product or regimen
- Claims that sound too good to be true
- Simplistic conclusions drawn from a complex study
- Recommendation based on a single study
- Dramatic statements that are refuted by reputable scientific organizations
- List of "good" and "bad" foods
- Recommendations made to help sell a product
- Recommendations based on studies published without peer review
- Recommendations from studies that ignore differences among individuals

As a conscientious and informed consumer, it is important that you learn to distinguish reliable nutrition and health information from nutrition fraud. You can protect your family and friends from falling victim to this type of fraud by sharing your knowledge of reliable sources of nutrition information.

You Be the Judge

There are many sources of nutrition and wellness information available to use, but not all of them are reliable. Taking action on unreliable information can mean wasted money or time, or even personal harm to you or your family members. The chart below can help you evaluate sources of information.

Look for information that...	Beware if the information...
Uses a logical, unemotional approach	Appeals to emotion through fear, is vague or general
Uses federal agency, university, and related studies to make a point	Criticizes federal regulatory agencies
Recommends seeing a doctor rather than self-diagnosis	Recommends self-diagnosis
Makes no "cure all" or "miracle claims" for a food, brand-name product, specific nutrient, or diet for diseases or conditions not proven medically to have easy cures	Claims that a food, brand-name product, specific nutrient, or diet will cure such conditions as cancer, diabetes, arthritis, fatigue, or allergy. Lists symptoms (some of which are common to all people) that are said to be cured by a particular food, product, or diet. Promotes or sells a product or diet as a "cure-all"
Supported by research studies that are available to the public in libraries, especially studies reported in professional journals	Uses testimonials and hearsay evidence to back claims, uses claims like "doctors say...," uses claims that are contrary to scientific research and lack carefully controlled studies to provide new evidence
Recommends a well-balanced diet (including all food groups) in addition to exercise, for purposes of weight reduction	Recommends elimination of a food group or a type of nutrient from the diet for the purpose of weight reduction or as a cure
Recommends vitamin doses in line with Recommended Dietary Allowances (RDAs) except for certain conditions (such as pregnancy, serious illness, or under a doctor's supervision)	Recommends doses of vitamins or minerals greater than the Recommended Dietary Allowances (RDAs)

Source: Nutrition and Wellness Resource Guide: A Resource for Teaching the Nutrition and Wellness Core Course Area of Ohio's Work and Family Life Program, (Columbus, Ohio: The Ohio State University, Vocational Instructional Materials Laboratory). Copyright 1994. Used with permission.

TA 65

Nutrition Requirements and Needs of Older Adults—Writing Roulette

Using the vocabulary words below, students will write an essay. Each student will write for one and one-half minutes using the scenario below and include at least two of the vocabulary words as they write. They should include the words in their essay so that the reader will understand the meaning. After time is called, the first writer will pass the paper to the person behind them and they will continue the story. The last person to write will conclude the story and they read it aloud. There will be as many stories as there are rows.

absorption
arteriosclerosis
ascorbic acid
basic metabolic rate
liver
sensory variety
empty calorie foods
enriched
esophagus
rickets
digestion
digestive system
nutrient dense
osteoporosis
pancreas
cholesterol
major food groups
metabolism

STUDENTS: ______________________________
____
____
____

SCENARIO: Two 18-year-old students who are employed in the dietary department of the local Senior Citizen Rehabilitation Center are discussing the nutritional requirements of residents. Both teens are interested in becoming dietitians.

SETTING: Anytown, USA

Ten Suggestions for Menu Planning

1. Plan menus based on recommended number of servings from each food group.
2. Plan a variety of colors for each meal.
3. Choose a combination of textures: smooth, crunchy, chewy, or crispy.
4. Provide a variety of shapes.
5. Utilize varied preparation techniques.
6. Consider the combination of flavors: bland, spicy, sweet, and sour. Flavors should complement one another.
7. Plan to include both hot and cold foods in the meals.
8. Consider likes and dislikes of those who will eat the meal.
9. Recognize the special dietary needs of those who will eat the meal.
10. Plan for as few leftovers as possible.

Meal Planning for Older Adults

1. What is the approximate amount of money available for food purchase?
2. Who does the menu planning, shopping, and meal preparation?
3. What kinds of equipment are used or available? What are the storage facilities?
4. What are the food habits of this person?
5. What are the food preferences of the person?
6. Can you plan an adequate diet based on these food habits and preferences?
7. Do you need to alter the consistency of the diet?
8. Is eating painful? Difficult?
9. Is the older person influenced by fads or prejudices?
10. What is the educational level of this person?
11. Is the person able to leave home alone?
12. Does the person ever dine at restaurants?
13. Is there a Meals-on-Wheels program available to the person?

SAMPLE MEALS FOR OLDER ADULTS

Directions: Critique and assess how well the menus meet the guidelines. Suggest changes as needed.

Meal	Suggested Changes
Monday Barbecue chicken Corn on the cob Cabbage slaw Oatmeal cookies Cornbread Milk	
Tuesday Cheese enchiladas Spanish rice Refried beans Pineapple cup Milk	
Wednesday Fried fish fillet French fries Green salad Jello with fruit Bread Milk	
Thursday Meat loaf Mashed potatoes Cauliflower Brownie with nuts Milk	
Friday Chicken and rice casserole Macaroni and cheese Green beans Peaches with cottage cheese Milk	

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Menu Planning Form

The menu planning form is a helpful tool for meal planning. The form lists each meal and the types of foods that need to be included in the daily diet. A sample planning form is below.

Day of the Week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast Fruit or juice Cereal and/or eggs Toast or other bread Beverage							
Dinner or Main Meal Meat (any type) Potato or substitute Vegetable Salad or relishes Bread Dessert or fruit Milk or other beverage							
Lunch or Supper Soup or juice Main dish-eggs, cheese, and fish Vegetable (raw or cooked) Bread Dessert or fruit Milk or other beverage							

Therapeutic Diets

Directions: The following activity will help the caregiver describe the most commonly used modified and therapeutic diets. Place the letter of the diet most appropriate for the health problem in the blanks provided.

_____ 1. A person who needs to lose weight
a. fat-restricted diet
b. controlled-calorie diet
c. liquid diet
d. calorie-restricted diet

_____ 2. A person who is having a hard time chewing or swallowing
a. soft diet
b. sodium-restricted diet
c. liquid diet
d. bland diet

_____ 3. A person who has heart problems or toxemia
a. fat-restricted diet
b. diabetic diet
c. bland diet
d. sodium-restricted diet

_____ 4. A person with internal problems or following a full-liquid diet
a. bland diet
b. soft diet
c. fat-restricted diet
d. liquid diet

_____ 5. A person who wants to practice weight maintenance
a. calorie-restricted diet
b. fat-restricted diet
c. controlled-calorie diet
d. diabetic diet

_____ 6. A person who is too weak to chew
a. liquid diet
b. soft diet
c. sodium-restricted diet
d. bland diet

_____ 7. A person who must have exact amounts of protein, fat, and carbohydrates
a. calorie-restricted diet
b. controlled-calorie diet
c. fat-restricted diet
d. diabetic diet

Answers: 1-d, 2-c, 3-d, 4-a, 5-c, 6-b, 7-d

Comparison of Special Diets

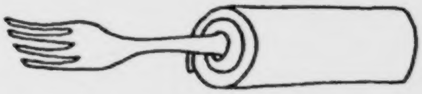
	Regular Diet	Soft	Calorie Restricted	Bland
Breakfast	Orange Juice Cream of Wheat Fried Eggs Toast Jelly Milk Coffee	Orange Juice Cream of Wheat Soft-cooked Egg* Toast Jelly Milk	Orange Juice Cream of Wheat Soft-cooked Egg* Toast-1 slice* Jelly Milk-skim*	Orange Juice Cream of Wheat Soft-cooked Egg* Toast Jelly Milk
Lunch	Baked Ham Glazed Sweet Potato Buttered Peas Endive Salad with French Dressing Bread Butter Pineapple Ice Cream	Beef Patty* Mashed Potatoes* Buttered Peas Bread Butter Vanilla Ice Cream*	Baked Ham Plain Peas* Endive Salad with Lemon wedge* Bread - 1/2 slice* Butter Cantaloupe*	Beef Patty* Glazed Sweet Potato Pureed Peas* Bread Butter Vanilla Ice Cream*
Supper	Vegetable Soup Poached Egg Buttered Spinach Sliced Tomato Salad Rolls Butter Date Bars Milk	Vegetable Soup Poached Egg Buttered Spinach Sliced Tomato Salad Bread* Butter Baked Custard* Milk	Vegetable Soup Sliced Chicken* Buttered Spinach Sliced Tomato Salad Bread-1 slice* Peaches* Milk-Skim*	Vegetable Soup Sliced Chicken* Pureed Spinach* Bread* Butter Peaches* Milk

*Represents any deviation from the Regular Diet.

Handle Padding

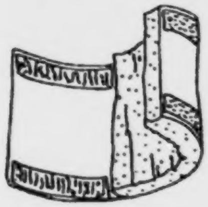
Purpose

To enlarge the handle when limited range due to weakness or pain make grippping difficult or uncomfortable. Padding may be attached to eating or cooking utensils, tools, crutches, canes, or any other type of handle.



Detachable type

This type can be transferred from one object to another or can be removed for washing the utensil. When firm padding is needed, this type might be difficult to attach snugly if hand is weak.



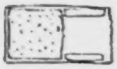
Materials (size may be altered to suit need)

4" x 4" of 1/2" foam rubber
4" x 7" of leatherette, vinyl, or other easily cleaned materials
2 pieces of Velcro, 3" long, hook and pile

Construction

1. Rivet or sew Velcro onto leatherette so that the hook is inside and the pile is on the outside.

2. Glue foam rubber onto inside of leatherette.



Application

Place utensil at edge of foam rubber and roll padding around it tightly.

Other type

- Foam rubber wrapped around handle and covered with adhesive tape makes a quick, comforable, enlarged handle. Fresh tape may be put on when original is soiled.

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Tray Service

Guidelines for Caregivers:

Before presenting the tray...

- Wash hands
- Check name on tray card

After presenting the tray...

- Be prepared to assist with cutting food, buttering bread, pouring beverages, and placing napkins if requested.
- Encourage the older person to eat with as little assistance as possible.
- Check the progress of mealtime occasionally in the event that assistance might be required.
- Allow mealtime to be relaxed.

After removing the tray...

- Take note of the amount of food left on the tray.
- Report high amounts of uneaten food to supervisor.
- Be prepared to assist with washing the older person's face and hands if requested.
- Offer to assist the older person in moving to another location or in readjusting seating to a comfortable position.
- Place the signal cord within reach of the older person before leaving the room.

Suggestions For Feeding Older Adults Needing Assistance

Take time to make eating time a pleasant highlight of the day by following these tips:

- √ Always begin by washing your own hands.
- √ Be understanding. A person would rather eat independently if it is possible.
- √ Be patient. A person can swallow only so fast.
- √ Be gentle with forks and spoons.
- √ Gently wipe the corners of their mouths periodically throughout the meal.
- √ Straws might aid in feeding of liquids.
- √ Do not mix all foods together. Offer each food separately as would be most commonly eaten.
- √ Keep the conversation pleasant with the older person.
- √ Allow the older person to try to eat independently. If the older person is unable to, continue assisting with feeding. Help the person feel at ease.
- √ Never fill the fork or spoon more than half full.

Components of All Exercise Programs

WARM UP—gets the body ready to exercise and makes muscles more flexible (5–10 minutes).

EXERCISE—pushes the body toward its target heart rate zone (20–30 minutes).

COOL-DOWN—allows the body to return to normal following vigorous exercise (5–10 minutes).

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Best Types of Exercise

No one is ever too old to exercise and it can always be of benefit to take up some form of exercise no matter what age you are. Recent studies indicate that even those over the age of 90 who have been sedentary for long periods of time can increase their muscle strength and cardiovascular condition (1989, Tufts and Harvard University Study). Of course anything that has a benefit takes work and investment of time to get the best results — and always make sure that an individual check with their physician prior to becoming involved in any exercise program.

Participating in an exercise routine can bring tremendous benefits in a short period of time — results can vary from individual to individual — if one has never exercised before, or if it has been a long time, it's helpful to have a fitness instructor help put together the best program for the individual. The local YMCA, a gym near one's home, or one's doctor can make a referral to a fitness instructor.

According to the Administration on Aging the best types of exercise for mature adults (age 65 plus) are:
1. Weight Training
2. Aerobic Exercise
3. Endurance and Stamina Building
4. Skeletal Fitness
5. Balance, Mobility and Flexibility Training

The AoA also notes that these routines could positively affect mature adults by:
- Strengthening muscles and bones
- Increasing the strength of ligaments and tendons
- Potentially rebuilding and repairing the joints and bones of the spinal column

Although there are many types of exercise to choose from, two of the most highly recommended are walking and swimming. Walking is good because it can be done at a speed or pace that an individual sets for themself according to their comfort level. It's also great because it does not require any equipment, other than some good shoes — and it can be done anywhere. Swimming is an excellent aerobic exercise if an older adult has arthritis and/or other motion or joint restrictions, as it is very easy on the joints.

Source: AARP (Ask the Expert by Alexis Abrahamson)

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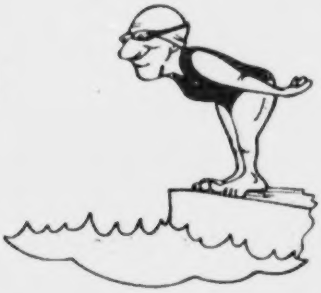
Physical Activities for Older Adults

BICYCLING

ARCHERY

CROQUET



TAI CHI

BADMINTON

HORSESHOES

LAWN BOWLING

SWIMMING

SHUFFLEBOARD

GARDENING

DANCING

AEROBICS

TENNIS

RACEWALK

TABLE TENNIS

BOATING

VOLLEYBALL

PUTTING

GOLFING

BILLIARDS

JOGGING

FISHING

BOWLING

SAILING

SHOOTING

RING TOSSING

WALKING

HORSEBACK RIDING

Exercise (Physical Activity) for Older People and Those with Disabilities

Older adults and people with disabilities can gain significant health benefits with a moderate amount of physical activity, preferably daily. Physical activity need not be strenuous to bring health benefits. What is important is to include activity as part of the regular routine.

For older adults, this moderate amount of activity can come from:

- Longer sessions of moderately intense activities, such as walking or swimming.
- Shorter sessions of more vigorous activities, such as fast walking or stair-climbing.

Greater amounts of physical activity (longer duration, higher intensity, or more frequent) can bring additional benefits. But it should not be done excessively, or injury may result.

People with disabilities are less likely than people without disabilities to engage in regular moderate physical activity, but they can still benefit from exercise. People with disabilities can enjoy:

- Moderately intense activities (such as 30-40 minutes of using a wheelchair).
- Shorter sessions of more intense activity (such as 20 minutes of wheelchair basketball).

Those who are physically active longer or more intensely will derive greater benefits.

What about lower-intensity activities?

Scientific evidence also supports the notion that even low-intensity activities, when performed daily, can have some long-term health benefits. They help lower the risk of cardiovascular disease. Such activities include:

- Walking for pleasure, gardening, and yard work.
- House work, dancing, and prescribed home exercise.

For older adults, walking, gardening, and yard work are the most popular moderate-intensity leisure activities. Golf, badminton, croquet, shuffleboard, lawn bowling, and table tennis are also recommended for older people.

Muscle-strengthening activities are also important for older people to reduce the risk of falling and improve the ability to perform daily tasks. The loss of strength and stamina attributed to aging is due, in part, to reduced physical activity.

Both older adults and people with disabilities should consult their physicians before starting a new physical activity.

Source: © 1999 American Heart Association, Inc. Used with permission.

Exercise Tips for Older Americans

- √ If an individual has a family history of heart disease, check with the doctor first. It's a good idea to have a physical examination and take a graded exercise test before one starts an exercise program.
- √ Pick rhythmic, repetitive activities that challenge the circulatory system and exercise at an intensity appropriate for the older adult.
- √ Pick activities that are fun, that suit one's needs, and that can be done year-round.
- √ Wear comfortable clothing and footwear appropriate for the temperature, humidity, and activity.
- √ If walking is an appropriate activity, choose a place that has a smooth, soft surface; that does not intersect with traffic; is well-lit; and safe. Many older Americans walk at area shopping malls.
- √ Find a companion to exercise with. It helps one stay on a regular schedule and adds to their enjoyment.
- √ Because muscular adaptation and elasticity is generally slowed with age, take more time to warm up and cool down while exercising. Make sure to stretch slowly.
- √ Start exercising at a low intensity, especially if one has been mostly sedentary, and progress gradually.
- √ If an individual plans to be active more than 30 minutes, try to drink some water every 15 minutes, especially when exercising in hot, humid conditions. As one ages, the sense of thirst tends to decrease and it may be difficult to rely on an internal sense of thirst.

Source: © 1999 American Heart Association. Used with permission.

GUIDELINES FOR A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

Disagreement:

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**

2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.

3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.

4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.

5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.

6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.

7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.

8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.

9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

Directions: Evaluate each hobby according to the possible benefits listed. Use the sample evaluation for *painting* as a guide.

Benefits of Hobbies

Hobby	Meets Social Need?	Helps Mental Stimulation?	Helps Eye-Hand Coordination?	Could Lead To...
Painting	May—if painting is done with others	Yes	Yes	Selling works or displaying in art show
Gardening				
Caring for pet				
Crafting				
Writing				
Playing a musical instrument				
Singing in a choir				
Flower arranging				
Reading				
Computer				

CAUTION SIGNS OF ILLNESS

⇒ **Objective observations**—signs that one can see or changes that are occurring outwardly or physically

⇒ **Subjective observations**—sensations or emotions expressed by the older person

Keeping Older Adults Well

Agency/Organization	**Web Site**	**Address** (Mailing Address, Telephone Numbers)	**Services Provided**

Women's Health Issues

Condition	Screening Test(s)	Recommended Treatment
CANCER Breast		
Reproductive Organs		
OSTEOPOROSIS		
OTHERS:		

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Men's Health Issues

Condition	Screening Test(s)	Recommended Treatment
CANCER Lung		
Prostrate		
HEART DISEASE		
OTHERS:		

Preventing the Spread of Communicable Diseases

General precautions for caregivers to take to prevent the spread of infectious diseases include the following: always wash hands thoroughly before and after going into the room of a person with an infectious disease; wear disposable gloves; consider the use of a mask and/or gown while caring for an infected person; and follow guidelines carefully for handling soiled linens.

These diseases...	Transmitted through...	By...
Colds, flu, and Tuberculosis	Nose, throat, mouth, or lungs	• Sneezing and coughing without covering their mouth • Lack of proper disinfecting techniques in infected person's living area • Eating food prepared by infected person • Handling items used by infected person
Dysentery and typhoid fever	Stool	• Lack of proper disinfecting techniques in infected person's living area • Handling items (especially toiletries) used by infected person • Lack of proper hand washing
Impetigo, scabies, and chicken pox	Skin	• Improper care of infected area • Preparing food with infected wound • Seepage of secretions through dressing
Syphilis and Gonorrhea	Mucus membranes	• Sexual intercourse and very close body contact
Hepatitis B and AIDS	Blood Bodily Fluids	• Unsanitary use of needles • Infected blood transfusions • Sexual intercourse

Do's and Don'ts for Medications

DO

- √ Understand the doctor's orders clearly.
- √ Read the label on the container thoroughly.
- √ Give medication on time.
- √ Give medication in the proper dosage.
- √ Ask the doctor if a generic drug can be prescribed. Generic drugs are less expensive than brand name drugs.
- √ Be careful in mixing foods and drugs. Ask a doctor or pharmacist for a list of foods and liquids that do not mix with the drug.
- √ Know what precautions to take with specific drugs (such as stay out of sun, take with liquid or food, and avoid alcohol).
- √ Keep a record of medications given by recording the time and amount administered.

DONT

- ✘ Give medication to any person other than the person for whom it is prescribed.
- ✘ Give medication if you are not sure about the drug, the dosage, or how to give it.
- ✘ Mix medications without consulting the doctor or pharmacist. If more than one doctor is being used, each doctor should be made aware of all medications prescribed.
- ✘ Fail to report unexpected side effects to the doctor while taking medication.

WHEN TO TAKE SOMEONE'S TEMPERATURE

Although a person may be ill without having fever, fever is usually a sign of illness. Certain symptoms, observed or expressed by the elderly, indicate that temperature should be taken. Some of these symptoms include the following:

- flushed face or any skin rash
- hot, dry skin
- excessive thirst
- rapid pulse
- headache
- aching in joints or over entire body
- nausea or vomiting
- diarrhea or constipation
- pain
- cough or respiratory distress

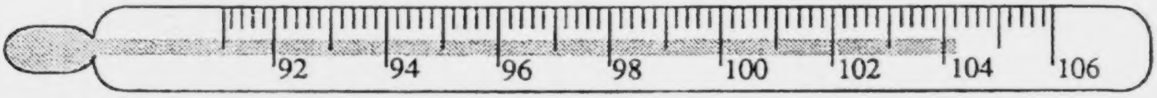
*If the temperature is over the normal ranges of body temperature [97°F to 99°F (oral) ; 98.6°F to 100°F (rectal); and 96.6°F to 98°F (armpit)], seek medical help.

TA 89

Reading a Standard Thermometer

Directions: Read the following thermometers. Write the correct reading in the space provided above each one.

1. ____________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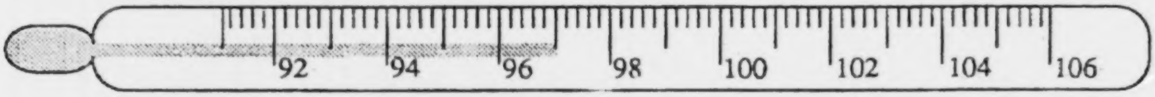
98
100
102
104
106

2. ____________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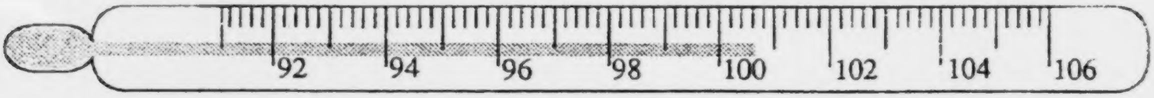
3. ____________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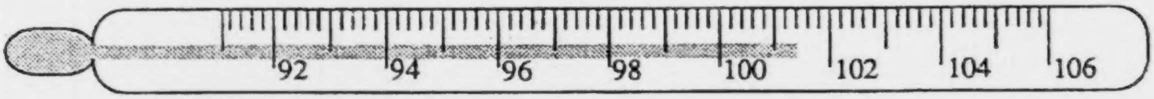
4. ____________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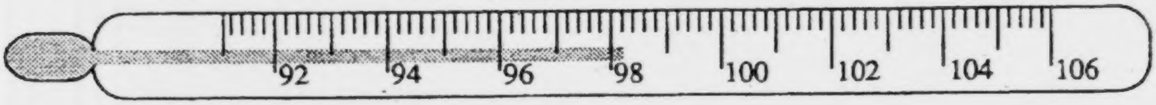
5. ____________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Temperature Facts

The normal body temperature varies from 97°F to 99°F and is usually 98.6°F.

Emotions, water intake, weather, food, and clothes can affect body temperature.

Measurement of body temperature can be by mouth, rectum, axilla (underarm), ear, and forehead to the area behind the ear.

Persons with fever should be kep quiet and comfortable.

Early evening is the time when body temperature will be highest, and about 4:00 a.m. is when it will be lowest.

Rises in temperature can be gradual or sudden.

Accuracy in measuring body temperature is important.

Thermometers are used to measure body temperature.

Use careful and sanitary procedures when cleaning thermometers.

Rapid drops in temperature may cause shock.

Evaporation of body fluids can cool the body and cause a drop in temperature.

Fevers can be low grade (100°F) or high grade (103°-105°F or above).

Always consider body temperature and respiration together because of the relationship to each other.

Common cause of a change in temperature is the body's defense against infection and poisons.

Treatment for a fever centers around the cause, not the fever.

Subnormal temperature is below 97°F.

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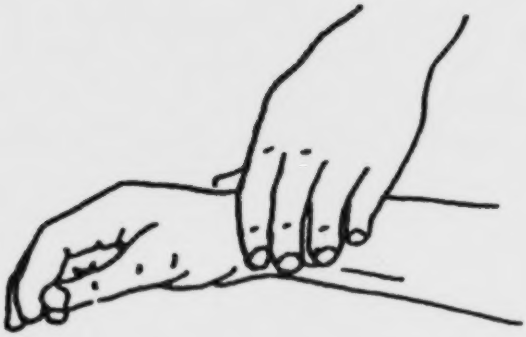
Steps For Taking Someone Else's Pulse

For accuracy, the pulse should be counted using a watch with a second hand for a full minute. Another observation about the pulse that you should record is the strength of the beat. Some terms you might use are "weak," "strong," "thready," "irregular," and "fluttering." Caregivers should follow the steps listed below when taking the pulse:



1. Place your finger on the radial artery (inner wrist behind thumb).

2. Count the rate of pulse using a watch with a second hand for a full minute.

3. Record the pulse rate and any other observations.

How to Monitor Respiratory Rates

Because the rate of breathing can be controlled somewhat by each person, the count should be taken when he or she is unaware that the rate of breathing is being counted. The rate of respiration might be counted before or after taking the pulse, while your fingers are on the person's wrist.

- ➤ The rise and fall of the chest or upper abdomen is considered one respiration.
- ➤ Count the number of respirations for fifteen seconds and multiple by four. This is the respiratory rate.
- ➤ Notice if the respirations are shallow, deep, rapid, slow, painful, easy, labored, yawning, sighing, or noisy.

Average Respiratory Rates

AGE GROUP	RESPIRATIONS PER MINUTE
Older Adults	14–18
Adults	16–20
Adolescents	20–22
Three-year olds	20–26
Two-year olds	26–30
One-year olds	26–30
Infants	40–60

Personal Hygiene Profile

Directions: Provide at least one desirable quality for each personal hygiene factor below.

Body cleanliness

Skin care

Hair care

Hands and nails

Teeth

Feet

Breath

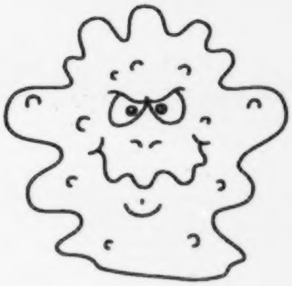
Clothing

Overall appearance

War on Bacteria !!

▲ While it is impossible and unnecessary to eliminate all bacteria and germs, it is important to make a conscious effort to kill as many as we can to prevent our families from becoming ill. Some of the bacteria that we need to be aware of in our homes include the following:

- E.coli (Escherichia coli)
- Salmonella (Salmonella choleraesuis)
- Campylobacter
- Staph (Staphylococcus aures)
- Cold and flu germs
- Athlete's foot fungus
- Pseudomonas aeruginosa
- Proteus mirabills
- Others



TA 95

Sanitary Method of Handwashing

1. Use water as warm as the hands can comfortably stand.
2. Moisten the hands and apply a disinfectant soap. Lather well beyond the wrists as far as needed to remove dirt and soil.
3. Rub hands together briskly for about 20 seconds.
4. Pay careful attention to the areas between the fingers, knuckles, and around the nails. Use a brush for cleaning under the nails.
5. Rinse hands thoroughly under running water. Allow the water to flow from above, down the fingertips. This rinses contaminants off the hands rather than up the arms.
6. Dry hands and wrists thoroughly with a sanitary single-service towel or hot air dryer. Dispose of the paper towel in a provided container.
7. Do not touch anything that could contaminate your hands before returning to work.
8. Wash your hands often enough to keep them clean at all times.

Removing Linens From an Isolation Room

Suggested Guidelines	Reasons or Specifics
1) Wear disposable protective clothing (cap, gown, mask, and gloves)	To protect caregivers and clothing from being contaminated
2) Remove linens carefully from the bed with as little extra movement as possible	So that pathogens do not become airborn
3) Double bag all linen	Inside Bag-dissolves in hot water Outside Bag-identified as isolation linen by a specific label or color
4) Remove protective clothing and place in trash before exiting room	To avoid contamination outside the room
5) Before exiting room, wash hands and arms following the correct handwashing procedure	To prevent the spread of disease to caregiver and others

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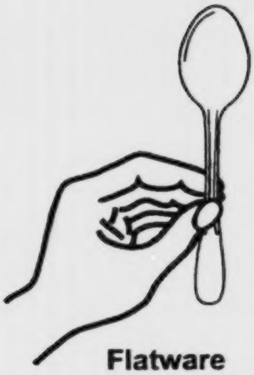
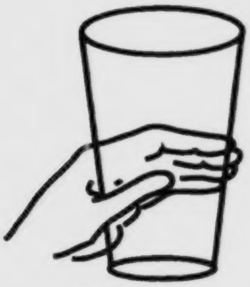
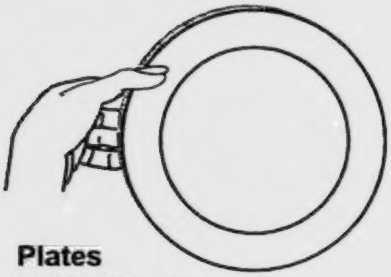
How to Handle Clean Dishes



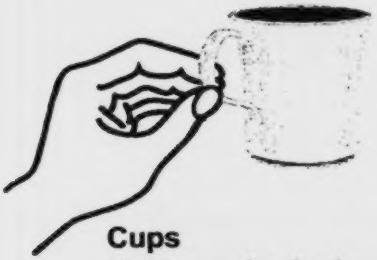
Flatware
Carry flatware
by the handle.



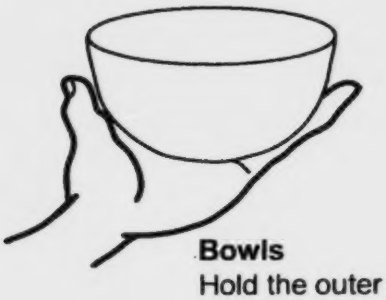
Glassware
Hold glasses at the base.



Plates
Hold plates by
the rim only.

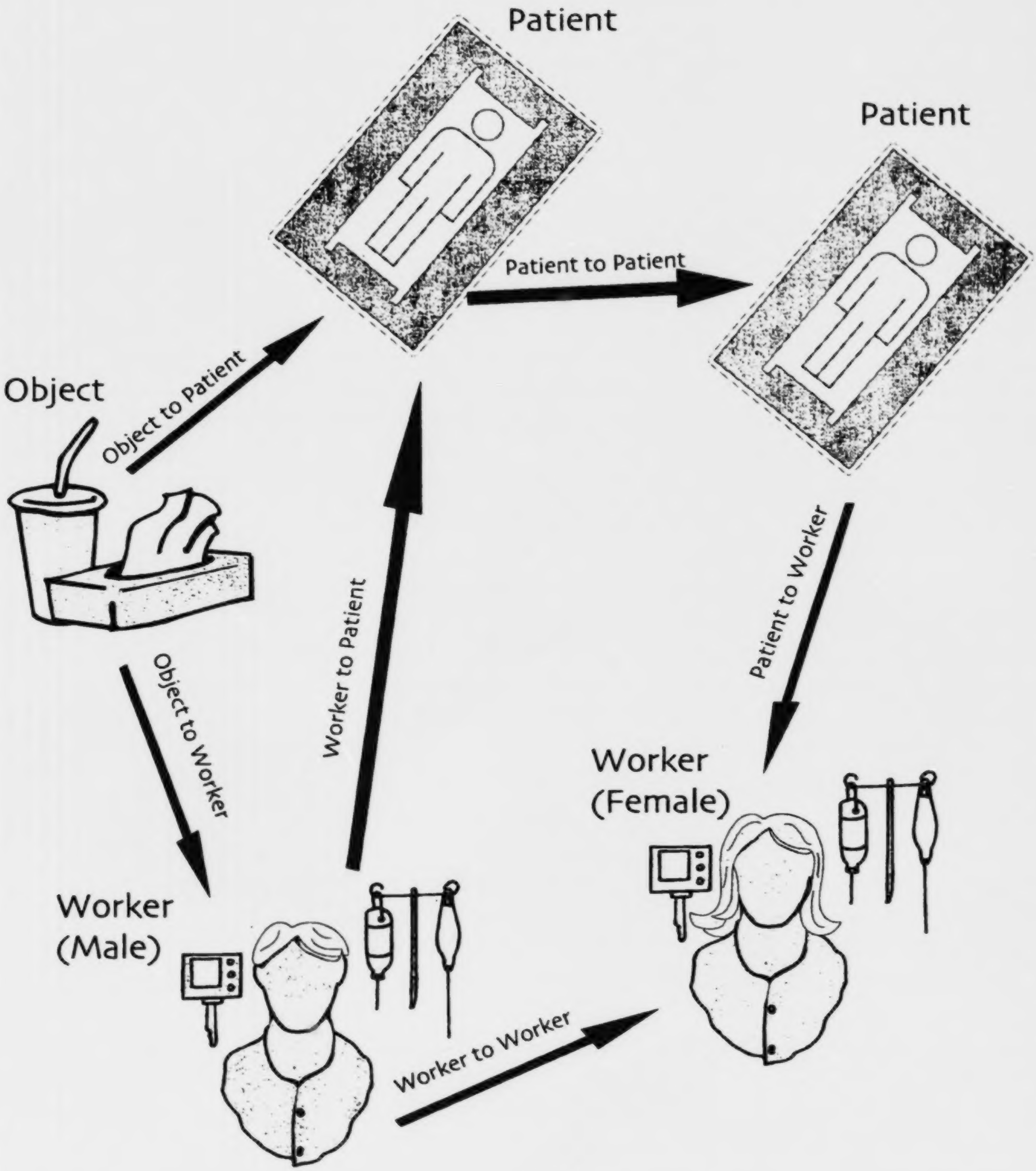


Cups
Hold cups by the handle.



Bowls
Hold the outer area
of the bowl only.

Infectious Possibilities


Patient
Patient
Patient to Patient
Object
Object to Patient
Object to Worker
Worker to Patient
Patient to Worker
Worker
(Female)
Worker
(Male)
Worker to Worker

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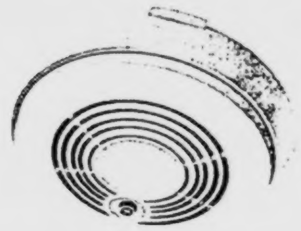
TA 99a

Fire Safety Lasts a Lifetime

People over the age of 65 face the greatest risk of dying in a fire. Last year, more than 1,200 Americans over the age of 65 died in home fires and 3,000 were injured in fire-related incidences.

The United States Fire Administration (USFA), a directorate of the Federal Emergency Management Agency (FEMA), wants older adults, their caregivers, and all Americans to know that there are special precautions you can take to protect yourself and your home from fire.



UNDERSTANDING THE RISK

Why are Older Adults at Risk?

- Decreased mobility, health, sight, and hearing may limit a person's ability to take the quick action necessary to escape during a fire emergency.
- Depending on physical limitations, many of the actions an individual can take to protect themselves from the dangers of fire may require help from a caregiver, a neighbor, or outside source.

INSTALL AND MAINTAIN SMOKE ALARMS

- Make sure smoke alarms are installed on each level of your home and outside all sleeping areas.
- Test them monthly and replace the batteries at least once a year.
- Caregivers are encouraged to check the smoke alarms of those who are unable to do it themselves. The chances of surviving a home fire almost doubles with the initial warning from a smoke alarm.

PLAN YOUR ESCAPE

Planning fire escape plans around one's capabilities is a key element to fire safety!

- Know at least two exits from every room.
- If you use a walker or wheelchair, check all exits to be sure they can go through the doorways.
- Make any necessary accommodations, such as providing exit ramps and widening doorways, to facilitate an emergency escape.
- Unless instructed by the fire department, never use an elevator during a fire.

Fire Safety Lasts a Lifetime, cont'd....

DON'T ISOLATE YOURSELF

- Speak to your family members, building manager, or neighbors about your fire safety plan and practice it with them.
- Contact your local fire department's non-emergency line and explain your special needs.
- The fire department will probably suggest escape plan ideas and may perform a home fire safety inspection and offer suggestions about smoke alarm placement and maintenance.
- Ask emergency providers to keep your special needs information on file.

LIVE NEAR AN EXIT

Although you have the legal right to live where you choose, you'll be safest on the ground floor if you live in an apartment building.

- If you live in a multi-story home, arrange to sleep on the ground floor, and near an exit.

BE FIRE-SAFE AROUND THE HOME

The leading cause of residential fire deaths among older adults is careless smoking.

- If you must smoke, never smoke in a bed or near an oxygen source, gas stove, or other flammable object.
- When cooking, never approach an open flame while wearing loose clothing and don't leave cooking unattended. Use a timer to remind you of food in the oven.
- Don't overload electrical outlets or extension cords.
- Never use the oven to heat your home. Properly maintain chimneys and space heaters.
- Take special precaution if you are on medication that makes you drowsy.

KNOW YOUR ABILITIES

Remember, fire safety is your personal responsibility…Fire Stops With You!

Source: The United States Fire Administration

Fire Safety Tips for Older Americans

The facts speak for themselves: Americans over the age of 65 are one of the groups at greatest risk of dying in a fire. Every year over 1,200 Americans over age 65 die in fires. People over the age of 80 die in fires at a rate three times higher than the rest of the population. However, there are a number of precautionary steps older Americans can take to dramatically reduce their chances of becoming a fire casualty.

Understanding the Risks

Why Are Older People at Risk?

Older Americans are at risk for fire death and injuries for a number of reasons:

- They may be less able to take the quick action necessary in a fire emergency.
- They may be on medication that affects their ability to make quick decisions.
- Many older people live alone and when accidents happen, others may not be around to help.

What Fire Hazards Affect Older People?

- Cooking accidents are the leading cause of fire related injuries for older Americans. The kitchen is one of the most active and potentially dangerous rooms in the home.
- The unsafe use of smoking materials is the leading cause of fire deaths among older Americans.
- Heating equipment is responsible for a big share of fires in seniors' homes. Extra caution should be used with alternate heaters, such as wood stoves or electric space heaters.
- Faulty wiring is another major cause of fires affecting the elderly. Older homes can have serious wiring problems, ranging from old appliances with bad wiring to overloaded sockets.

Safety Tips for Older Americans

- ***Kitchen Fires.*** Most kitchen fires occur because food is left unattended on the stove or in the oven. If you must leave the kitchen while cooking, take a spoon or potholder with you to remind you to return to the kitchen. Never cook with loose, dangling sleeves that can ignite easily. Heat cooking oils gradually and use extra caution when deep-frying. If a fire breaks out in a pan, put a lid on the pan. Never throw water on a grease fire. Never use a range or stove to heat your home.
- ***Space Heaters.*** Buy only Underwriter's Laboratory (UL) approved heaters. Use only the manufacturer's recommended fuel for each heater. Do not use electric space heaters in the bathroom or around other wet areas. Do not dry or store objects on top of your heater. Keep combustibles away from heat sources.
- ***Smoking.*** Don't leave smoking materials unattended. Use "safety ashtrays" with wide lips. Empty all ashtrays into the toilet or a metal container every night before going to bed. Never smoke in bed.

Finally, having a working smoke alarm dramatically increases your chances of surviving a fire. And remember to practice a home escape plan frequently with your family.

Source: The United States Fire Administration

Situations In Which Elder Abuse or Neglect Might Occur

Older person lives alone without family or friends nearby.

Older person does not want to be cared for.

Relationship difficulties within the family structure of the older person.

Older person requires more care than can be provided by responsible family member or friend.

Family member or friend displays self-concern over and above concern for the well-being of the older person.

Comparative Shopping

Description of Item	Marketplace	Address/URL	Cost of Item	Shipping/Handling	Comments
1.					
2.					
3.					

Con Artists and the Games They Play

Consumers of any age can become victims of a con artist. Older adults need to realize that feelings of hurt, anger, grief, loss, guilt, betrayal, or embarrassment are associated with being a victim of fraud. These feelings can be used constructively to keep you, a friend, or a family member from becoming a victim of consumer fraud. If something sounds too good to be true, it probably is.

The good news is you can protect yourself. Ask questions before you make a decision. Never allow others to pressure you into making quick decisions. If you think you may have been the victim of a con game, be sure to tell someone.

Con Games to Avoid

There are a never-ending variety of con artists to watch out for. They frequently vary the scam used. Although it is impossible to name every con game, the list below may help you to avoid becoming a victim.

Bank Examiner: A "bank official" asks you to withdraw money for him or her to lure an embezzler. To prevent your money from disappearing, contact the bank to verify whether the official is legitimate or not.

Carpet Cleaner: An ad offers carpet cleaning for carpet in one or more rooms. The cleaner says the carpet is too worn or soiled for this offer and charges more for the service. Report this to consumer authorities and the Better Business Bureau.

Charity/Religious Group: An unknown group solicits funds from you. Ask for a verified financial statement. Before making a donation, check out the organization because only a fraction of donated money may be used for intended purposes. The group may not even exist.

City Inspector: An "inspector" says he needs to check plumbing, wiring, furnace, trees, or other items. He finds a "serious" problem which requires disconnecting services, but offers to have a friend do the repair work immediately. To prevent shoddy work and unnecessary costs, call the city department the "inspector" claims to represent. Be sure to use your phone book rather than his business card.

Contest Winner: To win the prize, you must send money for postage/registration or call an 800 number for details. Do not send any money. Usually you get nothing, a worthless item, or a catalog for overpriced or nonexistent merchandise.

Credit/Phone Scam: A person asks for your credit card or phone card number to check unauthorized charges, verify insurance, or send a product. NEVER give your credit or phone card numbers to anyone.

Government Service: An official-sounding firm offers a "required" Social Security service "critically needed" or useful. The services offered are probably not from the government, not required, not needed, and may be free from the Social Security Administration. Always verify services with the Social Security Administration.

Help Needed: A person showing lots of identification asks for $10 to $20. Their car was impounded, and due to an illness they do not have the needed money. They promise to repay you. The I. D.'s are fake or stolen and no emergency exists. Do NOT lend money to people you do not know.

Home Repair/Inspection: A "contractor" offers to inspect, repair/remodel your home. There may be an "offer too good to refuse" to provide a service with materials left over from another job. Check with previous customers and the Better Business Bureau before agreeing to any service.

Land Sale: The promise is inexpensive land or a sunny gorgeous site with retirement and recreational facilities. Be sure to visit and investigate the area before agreeing to any land purchase. Beware—the development of the land may not have started. Deal only with reputable firms.

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Lotteries: A person offers to sell a winning lottery ticket or a "law firm" says someone has left you a winning lottery ticket, but you must send money so a computer can verify your identity. The "winning" ticket may be counterfeit or not exist. Be suspicious, do NOT buy a ticket from an individual, and do NOT send money!

Con Artists and the Games They Play, cont'd....

Magazine Subscriptions: "Subscriptions" are being sold by a young person to earn money for school, camp, or a team. The money may never go beyond the pocket of the seller. Buy subscriptions only from people you know or directly from the magazine.

Mail-Order Health Care/Lab Tests: Promises of medical care or lab screening by mail can leave you with expensive, useless treatments. These results may be phony. Consult your doctor for all tests and treatments.

Medical Products: Health, beauty care, "cures," or magic diets are offered by mail. Always check with your doctor first. Products ordered may be overpriced, harmful, useless, or never received.

900 Number: Even though 900 numbers are legitimate, the call may cost more than advertised, you may be put on hold to add to the bill, and many products are worthless. Avoid these calls.

Obituary: A COD box arrives for a product "your recently deceased spouse ordered." Tell the person you will not accept the product. Most often the messenger is an imposter.

Pigeon Drop: A person says they found some money and offers to share it with you. In order to show they trust you, they ask you to place the money in an envelope for safekeeping. But they ask you first to place some of your own money in the envelope as a measure of good faith. Then something occurs which distracts you and the envelope of money is switched. The next time you look, the envelope contains only paper.

Product Demonstration: A sales person wants you to sign a paper "for my boss" to prove a new product was described (not sold) to you. The paper signed may be a contract to order the item. Always read every word before signing any form.

Travel Club: A bargain airfare and/or hotel package is offered at a glamorous site. The offer is only for one person; consequently, prices are very high to add additional accommodations, plus accomodations could be poor quality. Check with a travel agent and read all paperwork before signing anything.

Unknown Callers: A woman and child come to your door asking to enter your house for a favor (restroom, drink, etc.). One person distracts you while the other person steals cash or jewelry. Do NOT let them in. Give the location of the nearest phone, public restroom, etc.

Summary

- Always take time to read contracts and verify the legitimacy of companies and individuals.
- Practice wise consumer decisions.
- Beware of an offer that is only good if you respond right away.
- Avoid impulses to donate, repair, or purchase items.
- Do not give Social Security, bank, or charge account numbers to others. Being asked for personal information does not mean you have to share it.
- Think before you respond.

If you become a victim of a con game, report it. Do not be afraid or embarrassed, because you are not the first person to fall victim to a scam. The people carrying out scams are professionals at what they do and practice their schemes in all parts of the country. It can happen to you. Remember, if something sounds too good to be true, it probably is.

Adapted from: Aid Association for Lutherans, AOL. (1980). *Law enforcement and older persons.*
Adapted by: Patricia H. Holmes, Ohio State University Extension, Preble County, and Terri Tallman, Ohio District 5, Area Agency on Aging.

ABCs of Fraud

These are only a *few* of the fraudulent practices that begin with the letters A, B, and C. You may want to choose others.

⇒ Arthritis Cures

⇒ Bank Examiner

⇒ Bunco Scheme

⇒ Carpet Cleaner

⇒ Charity Group

⇒ Contest Winner

Sources of Assistance

Some people make a living by cheating others. Many times these individuals count on the person who has been swindled not to report the swindle because they are embarrassed. When working in assistance services for older adults, it is helpful for the caregiver to be familiar with the following places where one can receive assistance in case of fraud.

Organization	Cases it Can Help	Type of Help
Better Business Bureau	Almost any product or money fraud— Very helpful in getting information on standard kinds of frauds	Information Before Help After
Chamber of Commerce	Some Chambers of Commerce have Better Business Bureau (BBB) lists of frauds. Try BBB first.	Information Before
Federal Trade Commission	Products and services made, sold, or advertised across state lines.	Information Before
Food and Drug Administration	Regulations for foods, drugs, medical devices, and cosmetics	Information Before
Police (City/County)	Criminals and con men in area	Help After
Post Office (Postal Inspector)	Anything involved with mail; anything ordered, shipped as advertised, billed, or paid for by mail	Help After
Small Claims Court	Dispute settlement of minor matters at very little cost	Help After
State Attorney General	Products and services made, sold, or advertised within the state	Handles complaints of deceptive practices—Does not give information or advice

Good Grooming Includes...

Directions: Indicate the frequency of your own grooming habits in the column labeled "personal." Complete the column labeled "elderly" from information received by interviewing an older person about the frequency of his or her own grooming habits. Identify which of the grooming tasks require assistance by placing a checkmark under the "yes" or "no" column.

Grooming Task	Frequency?		Assistance?	
	Average Teen	Older Person	Yes	No
Dental Checkup				
Brushing Teeth				
Bathing or Showering				
Washing Hands				
Using Deodorant				
Shaving				
Washing Hair				
Haircut				
Curling Hair				
Combing and Brushing Hair				
Manicure and Pedicure				
Flossing Teeth				

“Quotable Sayings”

- “Haste makes waste.”
- “A stitch in time saves nine.”
- “Do tasks as they arise.”
- “Any job worth doing is worth doing well.”
- “Take time to make time.”

11
12
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2
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TA 108

Principles of Body Mechanics and Positioning

Directions: Write the word "True" or "False" in the space provided before each statement. Rewrite false statements to make them true.

1. ______ If you are moving heavy objects, it is better to push, roll, or slide them rather than lift.

2. ______ When you need to lift from the floor, bend from the waist.

3. ______ Proper body alignment reduces muscle strain.

4. ______ Use as little energy as possible when moving, carrying, or lifting heavy objects.

5. ______ Stooping with proper body alignment reduces fatigue.

6. ______ Proper body alignment applies only to standing or bending.

7. ______ Alignment means lining up the body parts.

8. ______ A narrow base of support provides best balance.

9. ______ When repositioning a bedridden person, keep your back straight and bend with your hips and knees.

10. _____ The muscles of the back should be used as the main force in repositioning.

Answers: 1) True, 2) False, 3) True, 4) True, 5) True, 6) False, 7) True, 8) False, 9) True, 10) False

TA 109

Body Mechanics

Body Mechanics deals with how a body moves and maintains balance. Proper body mechanics can help caregivers to avoid back and muscle strain and to prevent injury and fatigue. The body works as a conditioned unit. Use as little energy as possible when moving, carrying, or lifting heavy objects.

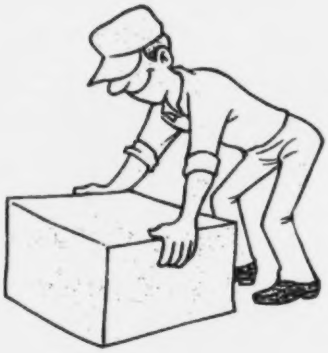
General Guidelines

1. Hold head erect, chest up, and tighten abdomen and buttock muscles to maintain correct alignment of the spine.
2. Wear shoes that provide support.
3. Improve body balance by standing with feet slightly apart and one foot forward.
4. Use lifting as a last resort. Motions that require less effort include pushing, pulling, rolling, turning, and sliding.

Benefits of Proper Body Mechanics

Proper walking habits reduce fatigue and stress.
Stooping with proper body alignment prevents fatigue.
Proper body alignment in sitting reduces muscle strain and provides proper circulation in thigh blood vessels.

Body Mechanic Techniques



(Lifting Heavy Objects)

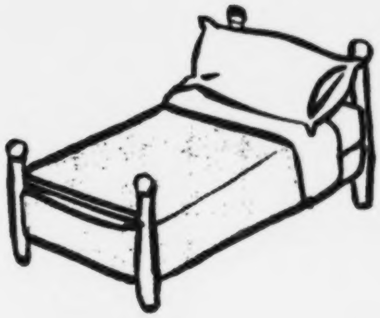
1. Squat close to load
2. Keep back straight as possible
3. Grip object firmly
4. Hold load as close to body as possible
5. Lift pushing up with strong leg muscles

(Moving Heavy Objects)

1. Bend your knees
2. Place hands at center or heaviest part of object to be moved
3. Give a strong push with leverage of legs added to arm muscles
4. Use the large, strong muscles of the leg to move heavy objects

Transferring Older Persons

Helping the Older Person Sit From a Lying Position



1. Wash your hands.
2. Mention what you will do.
3. Roll the older person sideways facing you.
4. Bend the person's knees and place one of your arms in back of the person's knees and hold in this position.
5. Place your other arm under the person's neck and shoulder area.
6. Position your feet apart for support and lean your body toward the person.
7. Shift your weight to your back leg while you swing the person's legs over the edge of the bed and pull the person's shoulders up to a sitting position.

Note: If using a hospital type bed, you can raise the head of the bed to assist with sitting up. Follow procedure from that position. Pivot the person to sitting up position on the side of the bed by using one of your arms behind the person's knee and your arm under the person's shoulders and arm.

Helping the Older Person to Stand

1. Help only when necessary.
2. Tell the older person to move to the edge of the bed. Put your hands on the bed at each side of the person.
3. Place one of your knees between the person's knees. (Your feet should be in good position and close to the bed.)
4. Bend your knees and lean onto your forward foot to place your arm (the arm on the same side of the forward foot) around the person's waist.

Transferring Older Persons, cont'd....

5. Place your other hand around the other side of the person's waist.
6. Tell the person to push down with arms, then lean forward and stand up on the count of three.
7. Count to three.
8. Hold the person closely.
9. Rock your weight to your back foot as the person pushes, leans forward, and stands.
10. The chair should be near the bed to pivot the person. Then follow the sit-down procedure below.

Helping the Older Person to Sit from a Standing Position

1. Position your arms around the older person's waist and your knees between the person's knees.
2. Have the person feel the chair with the back of legs.
3. Have the person reach back for the arms of the chair.
4. Lean forward onto your front leg as the person sits down.

ATTITUDES ABOUT DEATH

Directions: Mark a✓ in the blank that best represents your situation. There are no right or wrong answers. The purpose of this questionnaire is to help you identify your own feelings about death.

1. Whose death was the first that you remember?
    - A. Grandparent or great grandparent
    - B. Parent
    - C. Sister or brother
    - D. Other family member
    - E. Friend

2. To the best of your memory, at what age were you first aware of death?
    - A. Under age three
    - B. Three to five
    - C. Five to ten
    - D. Ten to twelve
    - E. Twelve and older

3. When you were a child, how was death talked about in your family?
    - A. Openly
    - B. With some discomfort
    - C. Only among adults
    - D. As though death was a forbidden subject
    - E. Do not remember any talk about death

4. Which of the following best describes what you thought death was when you were a child?
    - A. Some different kind of life
    - B. Sleep
    - C. Too mysterious to know
    - D. Had no idea
    - E. Cannot remember

5. Which of the following most influenced the way you think about death now?
    - A. Death of someone close
    - B. Religion
    - C. Funerals
    - D. TV, movies, or radio
    - E. Length family members have lived; how long lived

Other:

ATTITUDES ABOUT DEATH. CONT'D.

6. What thing about your own death bothers you most?
    - A. I could no longer have any experiences
    - B. I am afraid of what may happen to my body after death
    - C. I am not sure what will happen to me if there is life after death
    - D. I could no longer provide for my family
    - E. I could not finish the things I had started
    - F. The process of dying may be painful

Other:

7. At what age do you think people are most afraid of death?
    - A. Up to 12
    - B. 13-19
    - C. 20-29
    - D. 30-39
    - E. 40-49
    - F. 50-59
    - G. 60-69
    - H. 70 and over

Situations About Death

Directions: Role play how you would react in the following situations.

Case Study A

The home health aide of an older person is informed by the attending physician that his or her charge is terminally ill. Now the caregiver must go visit the elderly person who is dying.

Case Study B

The companion of an older person must inform the family that the older person is about to die.

Case Study C

The housekeeper enters the room and discovers that the resident is dead.

Case Study D

The caregiver must tell an older person that his or her close friend has died.

Case Study E

A personal attendant is helping the wife of an older couple while the husband goes in to rest. Later the wife goes in to get him for dinner but comes out without him, saying she does not want to waken him. The personal attendant goes in later and realizes the man is probably dead.

Case Study F

A caregiver is working with an older man who reminds her of a favorite uncle. The caregiver was unable to attend the funeral of her uncle. The older man dies suddenly in his sleep one night.

What is Hospice Care?

Considered to be the model for quality, compassionate care at the end-of-life, hospice care involves a team-oriented approach to expert medical care, pain management, and emotional and spiritual support expressly tailored to the patient's needs and wishes. Support is extended to the patient's loved ones, as well. At the center of hospice is the belief that each of us has the right to die pain-free and with dignity, and that our families will receive the necessary support to allow us to do so. The focus is on caring, not curing and, in most cases, care is provided in the patient's home. Hospice care also is provided in freestanding hospice facilities, hospitals, nursing homes, and other long-term care facilities. Hospice services are available to patients of any age, religion, race, or illness.

How does hospice care work?

Typically, a family member serves as the primary caregiver and, when appropriate, helps make decisions for the terminally ill individual. Members of the hospice staff make regular visits to assess the patient and provide additional care or other services. Hospice staff members are on-call 24 hours a day, seven days a week.

The hospice team develops a care plan that meets each patient's individual needs for pain management and symptom control. The team usually consists of:

- The patient's personal physician;
- Hospice physician (or medical director);
- Nurses;
- Home health aides;
- Social workers
- Clergy or other counselors;
- Trained volunteers; and
- Speech, physical, and occupational therapist, if needed.

The plan also outlines the medical and support services required, such as nursing care, personal care (dressing, bathing, etc.), social services, physician visits, counseling, and homemaker services. It also identifies the medical equipment, tests, procedures, medication, and treatments necessary to provide high-quality comfort care.

Source: National Hospice and Palliative Care Organization (www.nhpco.org/)

Hospice Questions Checklist

Here is a list of questions to help individuals select the hospice program best able to meet their needs.

Patient's Needs and Wishes:
How does the hospice staff, working with the patient and loved ones, honor the patient's wishes?

Family Involvement and Support:
Are family caregivers given the information and training they need to care for the patient at home?

What services does the hospice offer to help the patient and loved ones deal with grief and loss?

Is respite care (relief for the caregiver), including inpatient, available?

Are loved ones told what to expect in the dying process and what happens after the patient's death?

What bereavement services are available after the patient dies?

Physician Role:
What is the role of the patient's physician once hospice care begins?

How will the hospice physician oversee the patient's care and work with the patient's doctor?

Staffing:
How many patients at any one time are assigned to each hospice staff member who will be caring for the patient?

Volunteers:
What services do volunteers offer?

What screening and type of training do hospice volunteers receive before they are placed with patients and families?

Comfort and Pain Management:
Does the hospice staff regularly discuss and routinely evaluate pain control and symptom management with patients and families?

Does the hospice staff respond immediately to requests for additional pain medication?

What specialty or expanded programs does hospice offer?

Hospice Questions Checklist, cont'd....

How does the hospice meet the spiritual and emotional needs of the patient and family?

After-Hours Care:
How quickly does the hospice respond to after-hour emergencies?

How are calls and visits handled when death occurs?

Are other services, such as chaplain or social worker, available after-hours?

Nursing Home Residents and Other Residential Care Settings:
How does the hospice provide services for residents in different care settings?

Hospitals and Other Inpatient Options:
How does the hospice work with hospitals and other facilities during the course of the patient's stay?

What will happen if care cannot be managed at home?

Quality:
What measures does the hospice use to ensure quality?

Does the hospice program follow the National Hospice and Palliative Care Organization's '*Standards of Practice for Hospice Programs*?'

Do hospice professionals have special credentials in their areas?

Surveys and Inspections:
Is the hospice program certified, licensed, and reviewed by the state (if state licensure applies) or the federal government?

What other kind of accreditation or certification does the hospice program or its staff have?

Paying for Hospice Care:
Are all of the costs of hospice care covered by the patient's health insurance?

What services will the patient have to pay for out-of-pocket? Are any services provided at no charge?

Source: National Hospice Foundation (www.hospiceinfo.org)

Help For The Terminally Ill

- Clergy
- Dietitians
- Family Members
- Friends
- Hospice Services
- Housekeeping Services
- Nurses
- Occupational Therapists
- Pharmacists
- Physical Therapists
- Physicians
- Psychiatrists
- Psychologists
- Social Workers
- Support Groups

Communicating with the Terminally Ill

- *"You know I can't sleep when you're not here. Please stay with me tonight. You can sleep in the next room so you'll be close by if I need you. Don't leave me!"*
- *"The doctor told my son I'm really bad, didn't she? Will I have to have more of those treatments? Will they let me go home soon? I want to die at home. I'm not going to make it, am I?"*
- *"I just feel terrible today. I haven't felt good for a long time. Those people in the next room are making too much noise, and it makes my head hurt. I don't want that medicine; it makes me sick. You just don't know how bad I feel."*

- *"Help me get dressed. I'm going to get out of here. You just drive me home, and I'll be fine."*
- *"This food is terrible; they must think I'm a baby. I'm sick of mushy food. Here's some money. Please go and buy me a hamburger with all the trimmings. I don't care what the doctor says, I need a decent meal."*
- *"What is this medicine for? Why do I have to take it? Will it make me feel better? How long will I have to take it? Is it expensive? You know I don't have much money."*

Stages of Grief Experienced by A Terminally Ill Person

From the time people learn that they are suffering from a terminal illness until their deaths, they go through five stages of grief.

Directions: Give a short description of the purpose and characteristics of each stage in the appropriate box.

Stages	Purpose	Characteristics
Denial		
Anger		
Bargaining		
Depression		
Acceptance		

TA 118

The Grief Process

Case Study 1

I can't understand why I'm not feeling any better. My friends at school and at work tell me I should be over my mom's death by now. After all, it has been a month. But as each day goes by, I feel worse. What is the matter with me?

Case Study 2

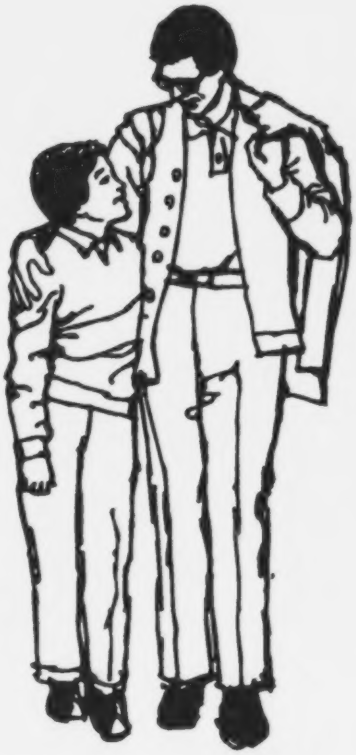
My mom and dad refuse to mention Sheila and her illness. It is as if when she died we were supposed to erase all of our memories about her. Is it wrong for me to want to talk about her? Why won't they discuss her? What can I do?

Case Study 3

I keep telling Kelly that everything will work out in time. When my dad died three years ago, my mom also started drinking. If my mom could get over my dad's death and straighten herself out, so can her mom. We all go through the same feelings and adjustments when we are grieving. Just give her time and things will work out. Don't you agree?

Myths About Bereavement

- It is a short process.
- Grief should be private and not shared with anyone.
- Crying is a sign of weakness, and self control is a sign of strength.
- Persons who are mourning should never feel sorry for themselves.
- Everything will turn out all right in time.
- Grief is the same experience for everyone.
- Talking about grief will make it worse.



TA 120

Guidelines For Helping a Person Through Grief

- Listen. Let the person talk it out.
- Realize bad feelings (guilt) need resolving but not necessarily immediately.
- Accept the person's thoughts and feelings about his or her memories.
- Be aware that the grieving period varies with different people.
- Assist in getting medical treatment when indicated.
- Be honest with the person and yourself.
- Share your own grief thoughts and feelings if pertinent.
- Help the person become involved in other activities at his or her own pace.
- Be willing to be recipient of the person's anger and frustration.
- Be available but do not impose on a person's privacy. Be sensitive to when you are wanted and when you are not.
- Help the person to look for meaning in the experience, especially in light of the person's faith.
- Encourage an attitude of gratitude. This may come in later reflections.
- Humor, judiciously used, is helpful.
- Let your love be genuine.
- Affirm the person's strength that he or she is okay and will recover.
- Offer to share with the person in prayer or arrange for a clergy member to visit.
- Consider discussing the person's dreams as a means of revelation, release, and spiritual comfort.
- Be willing to involve other caring persons to help you in your grief work.
- Be aware that the body has its own wisdom and that physical movement and exercises are often excellent healers of grief.

BEST COPY AVAILABLE

Ways to Help a Grieving Friend

Be with the grieving person. Words are not always necessary, but a friend's presence is very important.

Provide assistance by seeing what needs to be done and do it. Don't ask "What can I do?" or "Call me if I can do anything." If the lawn needs mowing, mow it; if food is needed, provide it; if errands need to be run, run them.

Silence is a part of a grieving person's adjusting to many new and different experiences. He or she needs time to sort out these new events.

Offer positive phrases and avoid clichés. Instead of saying, "Time heals everything," say "This must seem like it will never end," or "The pain must seem unbearable." Friends need to know we are hurting for them. Don't rush a person to forget about the loss.

Sharing memories may cause tears, but tears are healing and soothing. Comments and pictures may add a little cheer to a dismal situation.

Birthdays, anniversaries, or holidays spent without the support of a friend can be especially painful. A phone call or note to let the friend know you are thinking about them is helpful.

The next of kin often receives much sympathy, but the children, in-laws, or best friends also need a friend's sympathy.

Do not dispose of personal belongings until family members can participate. Handling personal items, looking at pictures, and talking about the deceased is not depressing but is a way of working out grief. Allow time for the grief process to be completed.

Never let the grieving person become isolated. Isolation can cause lasting depression and anguish. The result is the loss of the loved one and loss of other support.

Simple statements that come from our hearts sound sincere and act as a soothing relief to comfort those suffering from the loss of a loved one.

Activity Assessment

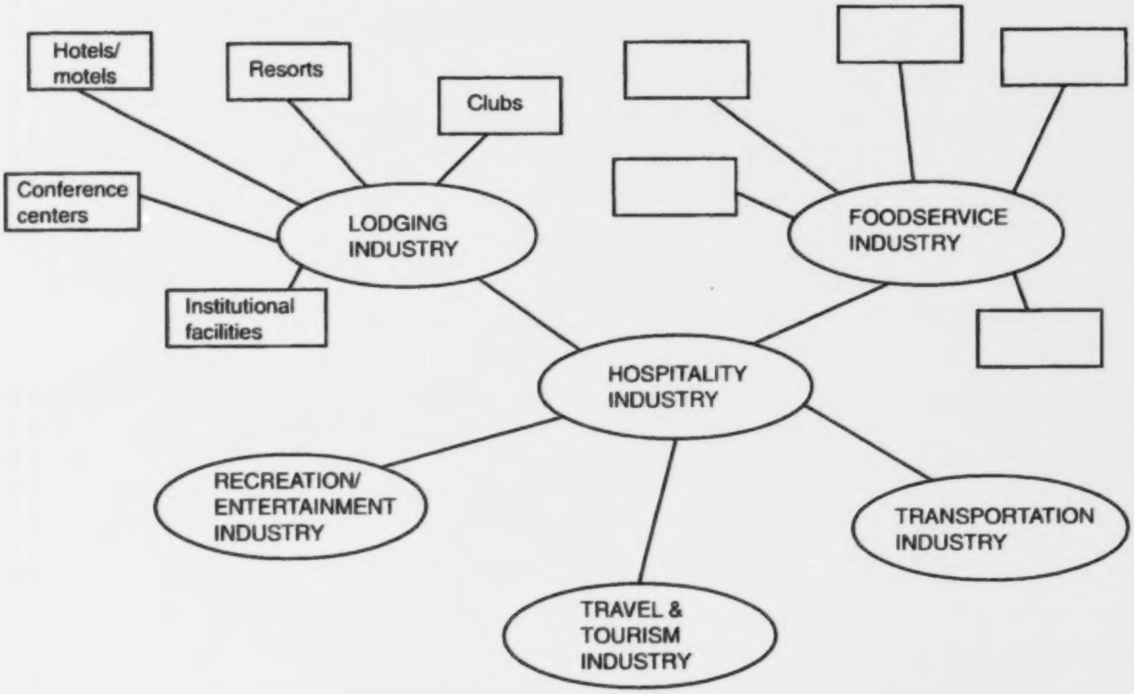
Activity:

Criteria	3	2	1
Depth and breadth of research	offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	relates major facts to the basic topic with fair degree of accuracy; uses two references	provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference
Application of knowledge	demonstrates in-depth understanding of the topic; accurately employs all parts of the information	demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic
Written/Oral communication	presents a well organized presentation; message is easily understood	presents a somewhat organized presentation; message is vague	presentation is unorganized; message tends to wander or ramble and hard to understand
Creativity	imaginative, self-initiated finding and use of resources; extensive originality in presentation	considers provided materials; demonstrates adequate originality in presentation	lacks initiative when finding and using resources; lacks originality in presentation

Self-Reflection: On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

Adapted from Family and Consumer Sciences Education Association (1994). *How do we know they know?* Publication# A261-08482 ISBN 0-911365-35-4

Web Diagram


Hotels/
motels
Resorts
Clubs
Conference
centers
LODGING
INDUSTRY
Institutional
facilities
FOODSERVICE
INDUSTRY
HOSPITALITY
INDUSTRY
RECREATION/
ENTERTAINMENT
INDUSTRY
TRAVEL &
TOURISM
INDUSTRY
TRANSPORTATION
INDUSTRY

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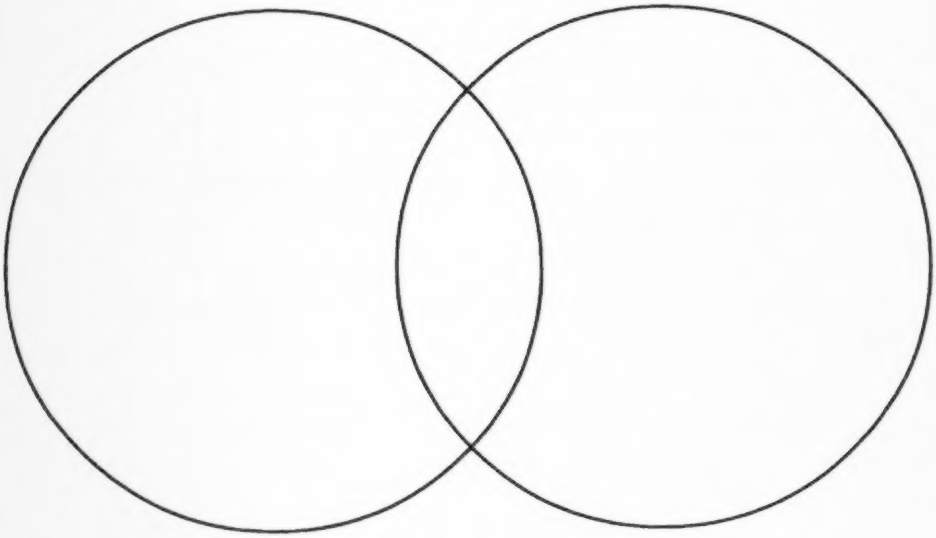
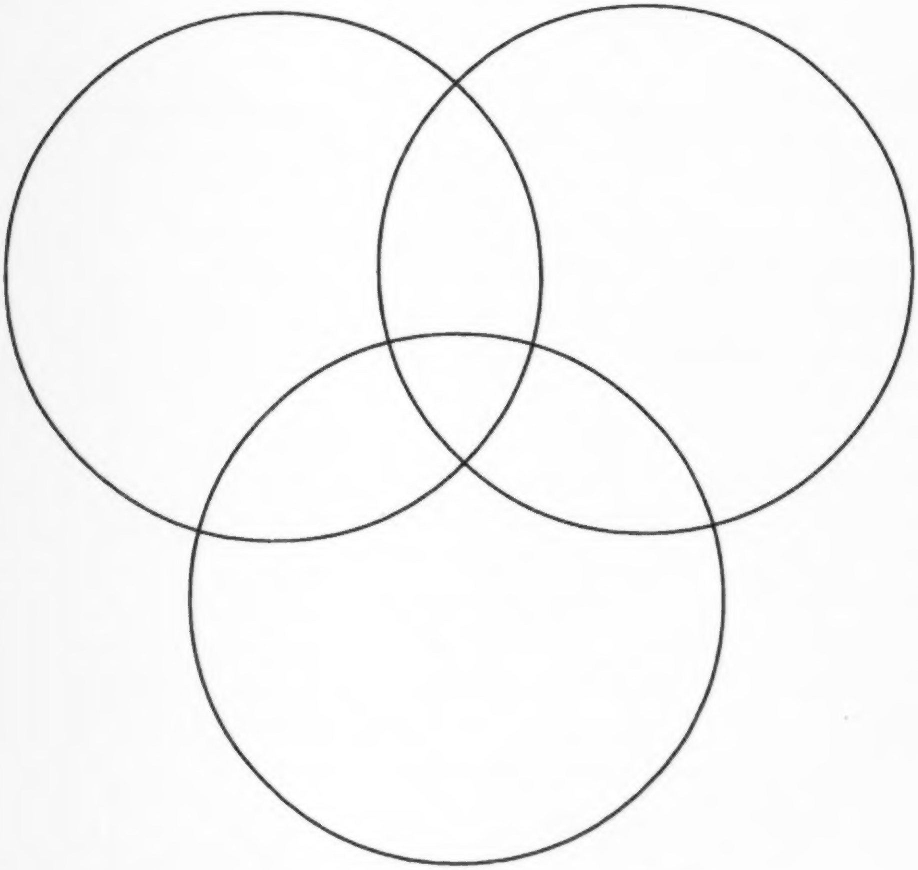
Venn Diagram





"Jeopardy" Game Instructions

1. Use questions and answers written on 3" x 5" cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.
2. Divide 3" x 5" cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points. Write the point value on the front of the card (along with the answer).
3. Form teams of 3 to 4 students, and give each team a colored "responder" card.
4. Have each team select a team captain and team scorekeeper.
5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.

6. All team responses must be given in the form of a question. For example, you say, "providing their children with proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to the physical development of their children?"
7. If the first team to respond gives the correct answer, it receives the point value for that item. If the team answers incorrectly, then the point value is subtracted from its score and another team is give the opportunity to answer.
8. The team captain must confer with the team members before responding with a question.
9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.
10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.
11. The team with the highest score is the winner.

TA 126

Internet Terminology

AUP	*Acceptable Use Policy;* a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use
Bookmarks	a list on your computer of your favorite Web pages
Browser	a special software program used to navigate the World Wide Web
Download	to copy information from another computer (**Note:** Upload means to send information to another computer.)
E-mail	Electronic mail; exchange of messages with people around the world over the Internet
FAQ	*Frequently Asked Questions;* files containing common questions asked and their answers
Home Page	the first page you see when you start your Web browser
HTML	*Hypertext Markup Language*; programming language used for creating Web pages
Hypertext	text on a Web page that contains links to other Web pages
Internet	the global computer network that connects millions of computers
ISP	*Internet Service Provider*; a company that provides access to the Internet through a phone line
Netiquette	rules of conduct for Internet users
URL	*Uniform Resource Locator*; the address used to locate a specific Web page
Web Page	a document stored on a computer that contains information and possibly graphics, sound, and even movies
Web Site	a university, government agency, or company that stores Web pages that you can view
WWW	World Wide Web; an Internet system that offers vast amounts of information

Netiquette

Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [:)] to show you are kidding.

Web Site Evaluation

Title of Site: ______________________________

URL: ______________________________

Evaluate the Web site you visited using the criteria described below. Circle the number you think the site deserves for each category. Justify your rating by writing a brief explanation using the space provided.

Key: 4 = Excellent, 3 = Satisfactory, 2 = Unsatisfactory, 1 = Poor

Criteria	Ranking	Explanation
Publisher is a reputable organization	4 3 2 1	
Information is reliable	4 3 2 1	
Sources of information are stated (Information can be verified)	4 3 2 1	
Author can be contacted for clarification	4 3 2 1	
Material at this site is useful, unique, and accurate	4 3 2 1	
Purpose of the resource is clearly stated	4 3 2 1	
Site contains original information not simply links	4 3 2 1	
Web site is updated frequently Date of last update: ____________	4 3 2 1	
Ease of movement from page to page, link to link, and item to item	4 3 2 1	
Graphics/sounds/video make a significant contribution to the site	4 3 2 1	
Each graphic/sound/video serves a clear purpose	4 3 2 1	
Site has its own search engine	4 3 2 1	
Site is easily browsable or searchable	4 3 2 1	
Web site accessibility is fast (response time)	4 3 2 1	
Limited number of links lead to dead-ends	4 3 2 1	
Non-members have access to all or part of the site	4 3 2 1	
A name and password must be registered before having access to the site	4 3 2 1	
Overall Web site evaluation	4 3 2 1	

Career Concentration: Family Studies and Human Services
Examples of Family and Consumer Sciences Career Opportunities

ENTRY
High School Diploma

- Adult Care Aide/Special Needs
- Adult Care Assistant
- Adult Day Care Aide
- Elder Care Aide
- Family Aide
- Foster Parent
- Home Care Assistant (Home Maintenance Assistance)
- Personal/Home Care Aide
- Residential Care Aide
- Social Work Aide

TECHNICAL
Postsecondary Education

- Adult Activities Coordinator
- Adult Day Care Director
- Certified Activities Director
- Community Aide
- Director of Home Care Agency
- Elder Services Director
- Eligibility Aide
- Homemaker's Aide
- Hospice Case Manager
- Leisure Services Associate
- Social Services Technician/Aide
- Volunteer Coordinator/Specialist

PROFESSIONAL
College/University Graduate

- Adult Education Teacher
- Case Manager of Frail Elderly
- Community Organization Director
- Cooperative Extension Agent–Family and Consumer Sciences
- Curriculum Specialist
- Director/Coordinator of Care
- Elder Services Administrator
- Family Advocate
- Family & Consumer Sciences Educator
- Family Counselor
- Geriatric Care Manager
- Geriatrician
- Gerontologist
- Group Home Administrator
- Leisure Services Director
- Lifelong Learning Program Director
- Long-term Care Facility Administrator
- Marriage and Family Therapist
- Personnel Consultant
- Program Coordinator (Human Services)
- Qualified Mental Retardation Professional (Q.M.R.P.)
- Recreation Supervisor
- Residential Care Administrator
- Retirement Facility Administrator
- Special Needs Case Administrator

PT 130

Services for Older Adults Lab Reflections

My Site...

I Learned...

An Interesting Thing...

One Last Thought...

PT 131a

Services for Older Adults
Student Performance Evaluation

________________________ ________________________
(Student Trainee) (Teacher)

Instructions for Site Supervisor:

Use this form in evaluating the above trainee. For each competency, use the number from the rating scale that best indicates your assessment of the trainee. Place the number in the space located to the right of each competency. Feel free to use the back of this form for any additional comments. Please return this report to the high school teacher of the program.

Note: The students will not see these forms; however, we will discuss the evaluation to provide constructive criticism and to assist them in their professional development. Thank you for your input.

RATING SCALE:

Exceeds Expectations	**10**
Meets Expectations	**8**
Needs Improvement	**6**
Unsatisfactory Performance	**4**

COMPETENCIES:

Appearance

1. Practices good grooming habits __________
2. Adheres to dress code __________
3. Maintains proper posture __________

Business/Personal Etiquette

4. Shows respect and consideration for others __________
5. Uses proper communication, written and verbal __________
6. Demonstrates respect for diversity __________

Attendance

7. Arrives to work as scheduled __________
8. Calls supervisor when sick or late __________
9. Keeps absences to a minimum __________

Attitude

10. Uses equipment carefully __________
11. Completes tasks in a timely manner __________
12. Demonstrates willingness to learn __________
13. Shows interest and enthusiasm for tasks __________
14. Works in a positive manner with older aduts __________
15. Follows directions of those in authority __________

PT 131b

Student Performance Evaluation

Teacher Name ______________________ High School __________________ School Telephone #________

Student Name ____________________________ Training Station ____________________________

Evaluation For ________ 6-Weeks

	Outstanding	Above Average	Average	Below Average	Unsatisfactory
Quality of Work	20 19 18	17 16 15 14	13 12 11 10 9 8	7 6 5 4	3 2 1
Accuracy Neatness Thoroughness Economy	Consistently Superior	Sometimes Superior	Consistently Satisfactory	Often Unacceptable	Consistently Unsatisfactory
Quantity of Work	20 19 18	17 16 15 14	13 12 11 10 9 8	7 6 5 4	3 2 1
Productivity	Consistently Exceeds Requirements	Often Exceeds Requirements	Meets Requirements	Often Below Requirements	Consistently Below Requirements
Dependability	15 14	13 12 11	10 9 8 7 6	5 4 3	2 1
Follows instructions Judgement Punctuality & Attendance	Consistently Dependable	Dependable Most of the Time	Ordinarily Dependable	Not Often Dependable	Consistently Undependable
Cooperation	15 14	13 12 11	10 9 8 7 6	5 4 3	2 1
With supervisor With other employees	Consistently Motivates and Assists Others	Quick to Volunteer and Assist	Generally Works Well With Others	Seldom Works Well With Others	Does Not Work Well With Others
Initiative	10	9 8	7 6 5	4 3	2 1
Ingenuity Self-reliance Planning Ambition	Consistently Strives to Learn and Improve	Often Keeps Self Occupied	Sometimes Finds Work for Self	Seldom Finds Work Without Supervision	Needs Constant Supervision
Self-improvement	10	9 8	7 6 5	4 3	2 1
Interest Observation Questions Study	Consistently Studious and Interested	Often Inquires and Observes	Fairly Inquisitive and Studious	Seldom Asks Questions	Never Exhibits Interest in Learning and Improving
Personal Qualities	10	9 8	7 6 5	4 3	2 1
Appearance Courtesy Friendliness Expression	Consistently Inspires Confidence and Rapport	Well Liked and Respected	Usually Gets Along With Others and Makes Fair Impression	Seldom Attracts Respect from Others	Creates Antagonism Among Others

Note: Maximum number of points = 100

Comments

____

____

____

Recommended Continued Training Placement ☐ Yes ☐ No

Evaluated by: ________________________ Date ________
(Supervisor)

Services for Older Adults Sign-in Sheet

Grading Period ____________________ Site Location ________________

Name of Student	Date	Arrival Time	Departure Time

PT 133

Planning Tips for the Successful Resource Person

Thank you so much for agreeing to be a "resource person" for our Early Childhood Education and Care Lab! We hope the following tips will help you in planning a successful presentation when you come to visit the preschool children. Should you have any additional questions or concerns after reviewing these tips, please stop by the Early Childhood Education and Care Lab Room # ______________, or call ______________________.

The majority of the children in our development lab are between the ages of three and four, with some just turning five. Their attention span is about 20-25 minutes — no longer. Therefore, you will need to plan a variety of different activities, rather than just one, to hold their attention. Ideas include a story, a movement activity, an art project, an experiment, and playing dress-up using unusual uniforms. Feel free to use your imagination and creativity in developing activities you think would be appropriate and of interest. Remember, too, that the high school students are in the class to assist you in any way. **NOTE**: Since we are studying one letter from the alphabet each week, your presentation should coincide in some way with the alphabet letter we are studying for that week.

Thank you,

____

Your Contact Person: ____

The contact person's responsibility is to assist you with the children by introducing you, helping maintain control, and concluding your presentation with the group. Please contact this person if you are unable to keep your scheduled presentation.

Letter of the Week: ______________

Scheduled Presentation:

Day ________________ Date ________________ Time ________________

Materials Needed:

____

____

Resource Person Information:

Name: ________________________________ Phone Number: ____________________

Mailing Address: ____

____

Search Engines for Internet Activities

Alta Vista
altavista.com

Global SchoolNet
Directory of Internet Search Engines
www.globalschoolnet.org/resources/allsearch.html

Google
www.google.com

LookSmart
www.looksmart.com

Lycos
www.lycos.com

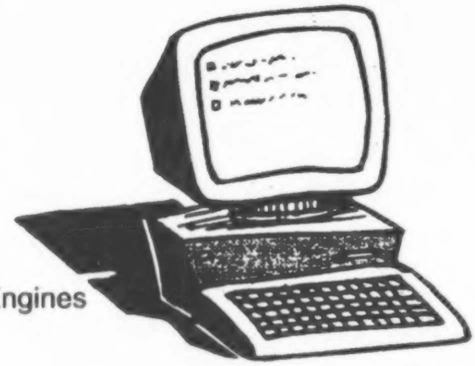
Mamma.com- The Mother of All Search Engines
www.mamma.com

Netscape.com
www.netscape.com

WebCrawler
www.webcrawler.com

Yahoo!
www.yahoo.com

Yahooligans!
www.yahooligans.com



PT 135

Student Information Sheet

Student Name: ____________________
Student Number: ____________________
Student Grade Classification: ____________________
Homeroom Teacher and Room Number: ____________________
Student Address: ____________________
City, State, and Zip: ____________________
Home Phone Number: ____________________
Parent/Guardian: ____________________
Parent/Guardian Work Numbers: ____________________

Please list any extracurricular activities, hobbies, or school organizations:

____
____

Class Schedule

Period	Class	Teacher	Room Number
1			
2			
3			
4			
5			
6			
7			
8			

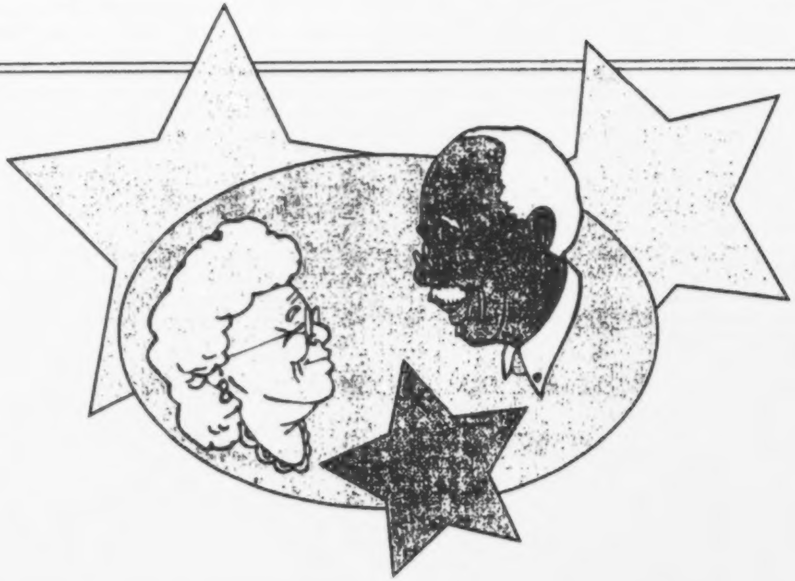
Teacher Section:

Date Enrolled ____________________ Locker Number ____________________

Parent Contacts:

____
____
____
____
____

Suggestions Anyone?



We are always looking for ways to improve our class and our learning activities. If you and your child have talked about some ideas that you think would help our classroom, please indicate them here. Thanks for your help!

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